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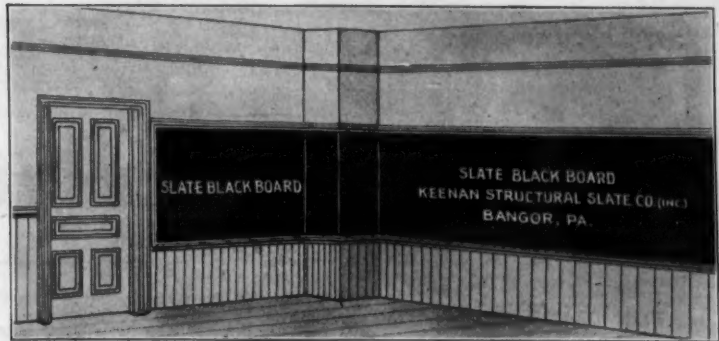
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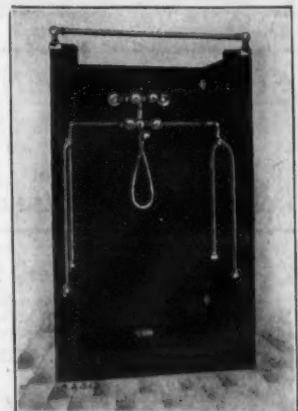
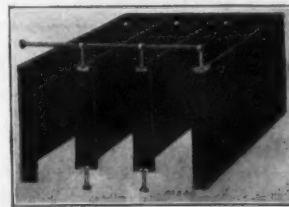
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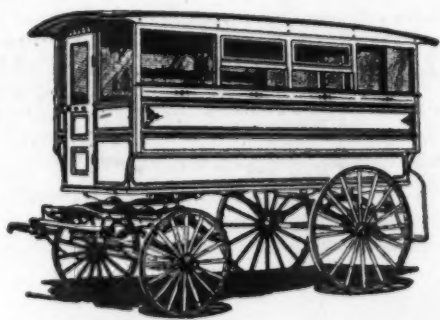
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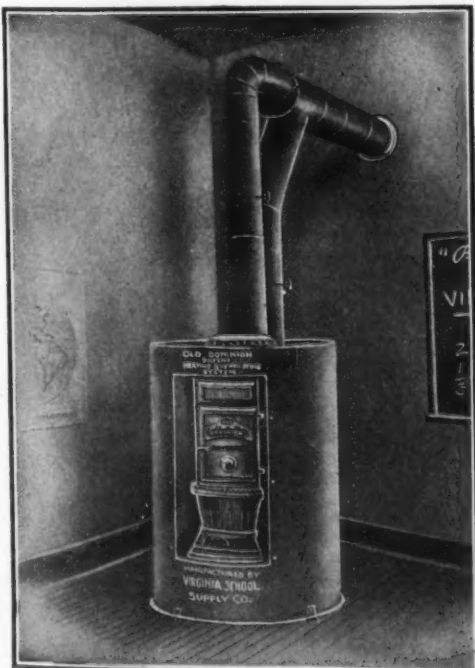
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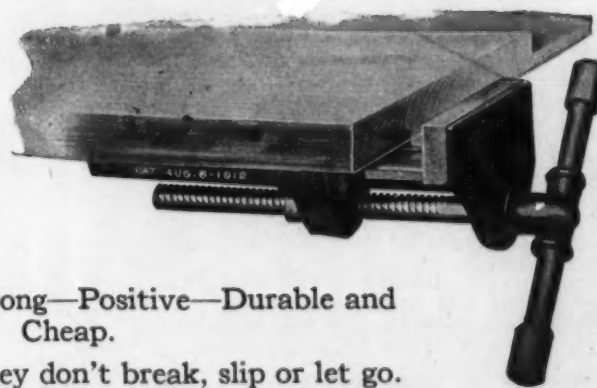
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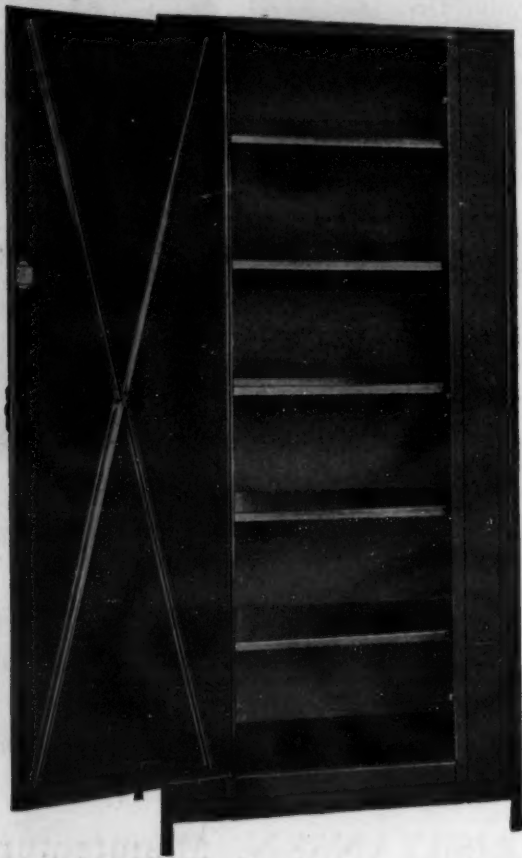
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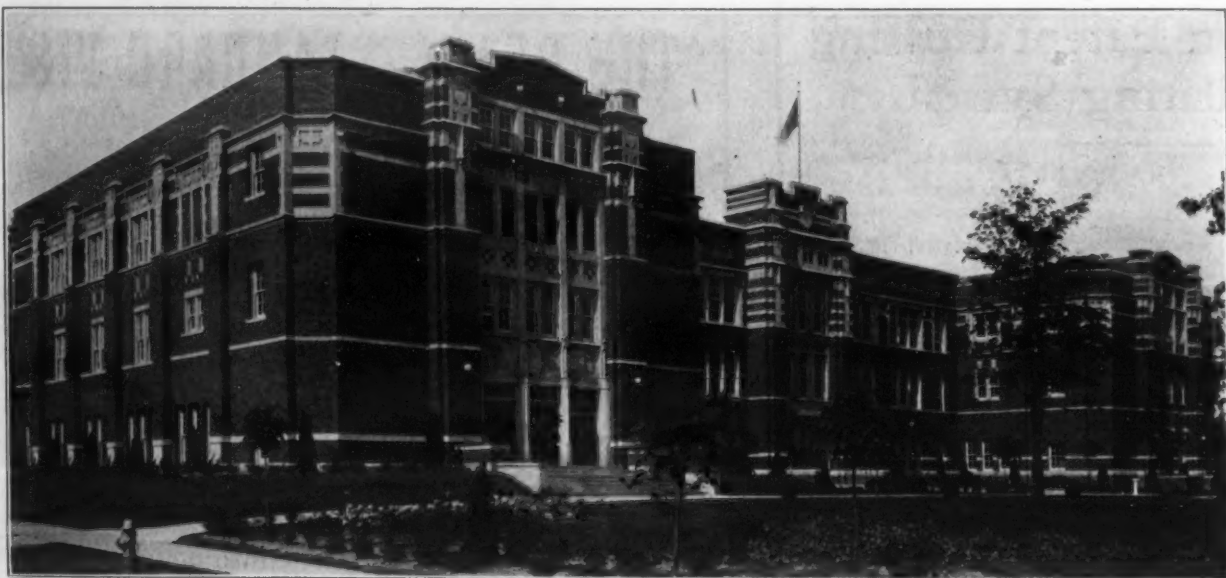
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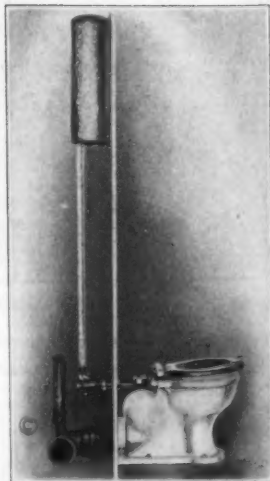
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THE ONLY WAY ?

(See editorial)



# THE GERMAN SCHOOL WORK DURING THE FIRST FIVE MONTHS OF THE EUROPEAN WAR

H. Th. Matth. Meyer, School Inspector, Hamburg, Germany

On Dec. 31, 1914, the German Empire had about sixty-nine millions of inhabitants and among these, about twelve millions of children and adolescents instructed in German schools. For this work, there are employed about 260,000 teachers, of whom 65,000 are women instructors.

Eleven millions of young Germans are being educated in elementary schools, to which they go from the beginning of their sixth to the close of their fourteenth year of life. In its simplest rural form, the elementary school (*Volks-schule*) consists of one class with one teacher. In it children are taught history, geography, physics and natural history in a rather compendious way, but the studies of reading, writing and arithmetic are given much attention, so that the rural German population is well enough educated to read the newspapers with good understanding and to perform well its civil duties in a limited sphere. In larger villages, the schools have two or six classes, with as many standards and a corresponding staff of teachers.

The elementary schools in the towns generally have seven or eight standards and furnish their pupils with a respectable stock of knowledge, without neglecting the training necessary for civil life. In general, they devote ten to twelve weekly lessons to German grammar, language and composition, six to arithmetic and mathematics, and the rest of the twelve to fourteen lessons to history, geography, physics, chemistry, religion, singing, gymnastics, needlework and manual training. In commercial towns (Hamburg, Luebeck, Bremen, Kiel, etc.), the pupils are also taught modern foreign languages, the boys English and French, and the girls English or French.

The success of the German elementary schools appears most conspicuously in the examinations undergone by young men when entering the army or the navy. Besides the "one-year volunteers" (*Einjährig-Freiwillige*) in 1912, there were enrolled for the army 206,218 and for the navy 22,887, making a total of 229,105 recruits. Among these, there were 129 without any school training; but 95 of them were naturalized foreigners, for the instruction of whom Germany cannot be answerable. So out of 229,056 German recruits 70, or 35 out of 10,000, could neither read nor write. In 1913, out of 288,577 recruits born in Germany, 82, or 28 out of 10,000, were to be looked at as analphabets.

German schools, supplying instruction beyond the elementary grades, are:

1. *Middle-Schools.* In general, they have eight standards. Besides the subjects of the elementary schools, one or two foreign languages (French and English) are taught. It is estimated that 356,000 German boys and girls attend these schools.

2. *High schools with nine standards* are either "*Gymnasien*" in which the two classic languages make up the greater part of the course, or "*Realgymnasien*," in which one classic and two or three modern foreign languages (English, French, Spanish) are taught, or "*Oberrealschulen*," in which two or three modern foreign languages are taught. A thoro training is given in mathematics, physics and biology. There are 33,700 pupils enrolled in these schools, of which the greater number are boys. Those who pass the examinations at the end of the school course are admitted to the German Universities.

3. *High Schools with six standards.* In these the regular studies of the elementary

school are taught, in addition to two foreign languages which are given particular attention. Certificates of graduation from these schools entitle the holders to service in the army or navy as "*Einjährig-Freiwillige*" (one-year volunteers). These schools have 107,000 boys enrolled.

Before entering the high schools, the pupils spend three years in a private or public "*Vorschule*" (infant school). In smaller towns, these "*Vorschulen*" also include the lower grades of the high school and are called "*Progymnasien*" or "*Prorealgymnasien*." There are 66,800 boys enrolled in schools of this type.

4. *Lyceums and Higher Grade Girls' Schools.* These have ten standards and generally work on the plan of the high schools with six standards. At the present time, 220,000 girls are enrolled.

The 194,560 male and 65,460 female German teachers are employed in the aforementioned types of schools, as follows:

	Male Teachers	Female Teachers
Elementary Schools .....	158,000	49,000
Middle Schools .....	6,500	6,700
High Schools with nine standards .....	7,290	620
High Schools with six standards .....	7,050	90
"Vorschulen," etc. ....	2,220	50
Higher Grade Girls' Schools	3,000	9,000
Total .....	194,500	65,460

About 800 millions of German marks (\$190,000,000) are annually spent to support this educational organization, the enormous expenses for schoolhouse construction and repair not being included in this amount.

Germany may boast of having kept upright the whole institution for the instruction and education of its youth from 6 to 18 years, even in the tremendous war that has broken upon it from the East and the West, altho a considerable number of its teachers have taken up the sword to defend their country.

Germany is rich in men fit for war. It has upward of fourteen millions of male inhabitants between the ages of 18 and 45, of whom only six per cent are unfit to take up arms or are "unworthy" to fight for their country. Considering these numbers, Germany might have well withdrawn from the military service, its teachers in the schools. By doing so, however, it would have been deprived of a most valuable part of its army and would have been obliged to give up the services of a great number of its most intelligent officers. The teachers themselves would have been deeply offended at being barred from the honor of fighting and dying for their country. So measures have been taken to keep up the national system of education, even without the help of a great number of young and able teachers.

The most difficult task has been to organize the public school work in the village schools, a great number of which consist of one class with a male teacher in charge. Where there are schools in the immediate neighborhood, the teachers have to perform the classroom duties of a colleague in the war, for one or two days each week. In many cases, the number of weekly lessons in such schools have to be reduced to eighteen a week, or three a day. In villages where no teachers in public service are at hand, schools are taken in charge by private teachers, or by married women, who formerly taught in the schools and who are fully qualified for their work both as regards training and character. If a proper substitute cannot be found for the teacher conscript, the latter is

reclaimed by the respective school board as indispensable and is freed from military service.

In the larger village schools of two or more classes, there is no great difficulty in keeping up the school work. Classes are combined and the teachers willingly give more lessons than they are obliged to do in times of peace. Following the plan used in the villages, the school committees of the smaller towns can help themselves, without neglecting the school work in any considerable degree.

In the middle-size towns and great cities today, only a small number of teachers will be found, who have served in the army, and notwithstanding, still are active in school work. These teachers are either too old (upwards of 42) are too feeble in health, or suffer from chronic diseases, mostly diseases of the heart, rheumatism, etc.

How great is the number of male teachers who are withdrawn from their school work to serve their country in the field of battle, may be shown by giving the respective numbers of Hamburg. In other German cities, Berlin, Breslau, Leipzig, Muenchen, Nürnberg, Dresden, Stuttgart, etc., the situation will be almost the same.

On the first of August, 1914, there were employed in the service of the Hamburg school board, the following male persons: Twenty-two principals of high schools; 92 professors in high schools; 292 teachers in high schools; 39 assistant teachers in high schools; 76 probationers (*probekandidaten*); 189 headmasters; 2,030 teachers in elementary and preparatory schools. Of these today (the fourth of January), there are under arms: Eleven principals of high schools; eighteen professors in high schools; 97 teachers in high schools; 39 assistant teachers in high schools; 45 probationers in high schools; 31 headmasters of elementary schools; 659 teachers in elementary or preparatory schools and about 100 students of the two normal schools for the training of male teachers. The total number of teachers in the war is 900.

The school board of Hamburg was not only obliged to relinquish the work of a number of its teachers, but besides gave up a number of schoolhouses, or rooms in schoolhouses, to military and charitable purposes in connection with the war and its consequences.

The following buildings, or rooms, were placed at the disposal of military and civil authorities: Four high schools, five elementary schools, a playground of a high school and a number of rooms in nineteen other school buildings for the purpose of mustering and equipping soldiers.

Sixteen elementary schools, one high school, one school for mental defectives and eleven school barracks for the establishing of lazarets.

Two elementary schools for the use of the Board for the Care of Delinquent Youths (*Behoerde fuer oeffentliche Jugendfuersorge*).

All the centers for cookery and housewifery with their teachers, to cook for indigent school children.

Besides these buildings, a great number of rooms, halls, playgrounds, etc., in public school buildings were given up to the different needs of civil and military authorities, so that the school board of Hamburg must do without a considerable number of conveniences as yet believed indispensable.

Notwithstanding the deficiency in the teaching corps and in the accommodations, school work has been kept up in Hamburg, with practically no reduction in the time schedule and without appreciable loss of efficiency. Of the

(Concluded on Page 67)

Note—This article has been especially prepared to give American educators an idea of how the German schools are being conducted since the beginning of the European War. The author is, and has been for many years, superintendent of the Hamburg schools.



# A METHOD FOR GUIDING AND CONTROLLING THE JUDGING OF TEACHERS

Arthur C. Boyce, Chicago

Perhaps the most serious problem continually presented to Superintendents and Boards of Education is that of judging accurately the efficiency of the teachers in their charge. The whole welfare of the school depends upon it. Teachers must be chosen with regard to their present or prospective teaching ability. The supervisory staff must discover weaknesses and improve teachers during service. Justice to the teachers demands that ability be recognized and that the teachers be rewarded for increase in usefulness.

School officers are coming to see that the "general impression" method of judging teachers is extremely uncertain and that the problem is not solved by looking for an "indefinable something." The teaching situation has to be analyzed. The teacher and her work have to be studied in detail, if the former is to be really understood and properly helped or appreciated as the case may be.

As part of our machinery for studying this problem of judging teachers, we have developed the rating scheme described below. It is not a composite of the many schemes which we have examined nor is it something entirely new and different from them all. It is an attempt to obviate some of the many difficulties which rating schemes encounter and at the same time get the information needed for reducing the problem to simpler elements.

The qualities of merit which have been chosen as the basis of our analysis of the situation have avoided vague, general, all-inclusive terms such as "Personality" and "Scholarship." The terms are as specific and exclusive as they could be made. They are not more numerous than seemed to be necessary to include all aspects of the teacher's life and work.

It is of the greatest importance that the terms used be understood by all concerned. The rating is practically useless if the one rated, the one reporting and the one using the report afterward, have different things in mind as the meaning of the various qualities. Moreover, one to whom a term suggested much would be more critical of the teacher's standing in that respect than one to whom it suggested little. In order that all might, as far as possible, have the same full meaning, a page of "explanation of Terms" has been placed opposite the Efficiency Record, for easy reference. Those terms which did not seem to carry their own meaning completely have been defined or elaborated here.

The method of filling out the Efficiency Record and the meaning of the terms used in that connection are made clear in the instructions, which are as follows:

## Instructions.

1. Before filling out the record, read the "Explanation of Terms."
2. Opposite "General Rating" and opposite each quality of merit is a scale on which may be indicated all shades of judgment from "Very poor" to "Excellent." Place a small cross (X) in that space which indicates your judgment in each case.

## EXAMPLE.

Qualities of Merit	V.P.	Poor	Medium	Good	Ex.
General appearance ..				X	
Health .....		X			
Voice .....			X		

The crosses indicate that in general appearance the teacher is judged to be "medium" but nearly "good;" in health "poor" bordering on "very poor;" in voice "medium."

3. *General Rating* is your estimate of the general merit of the teacher based on your knowledge of her work. It is to be recorded *after* making the detailed rating. "Very poor" general rating means that the teacher is practically a failure and not worthy of retention. "Poor" general rating means that the teacher is unsatisfactory and below the average for that place but still usable. "Medium"

means average merit for the position held. "Good" means above the average. "Excellent" means very superior.

4. *Detailed Rating:* Each quality is to be judged on its own basis without reference to other qualities. Your mark will express your judgment as to the degree of presence or absence of merit in the teacher with reference to the quality in question. A mark of "very poor" in any quality means extreme lack of merit as far as that quality is concerned. "Poor" means unsatisfactory and below the average. "Medium" means satisfactory or average merit in the quality. "Good" is above the average. "Excellent" is very superior.

5. Each judgment should be the result of careful thought based on actual observations. If doubt is felt as to the correctness of any judgment, record it with a question mark (?) instead of with the cross (X). If you can express no opinion as to any quality, make a note of the reason. This is important.

6. Note the following questions:

1. Did filling out this record modify your previous judgment of this teacher in any way? If so, how?
2. Note any particulars in which you think this record is unreliable or gives a wrong impression of the teacher rated.
3. Note any difficulties in filling out the record.
4. In what ways, if any, would you modify the scheme here proposed to make it practically usable in your own school system?

The questions referred to were for the purpose of discovering the effectiveness of the scheme in guiding the official's judgment and to bring out any criticism he might have in mind.

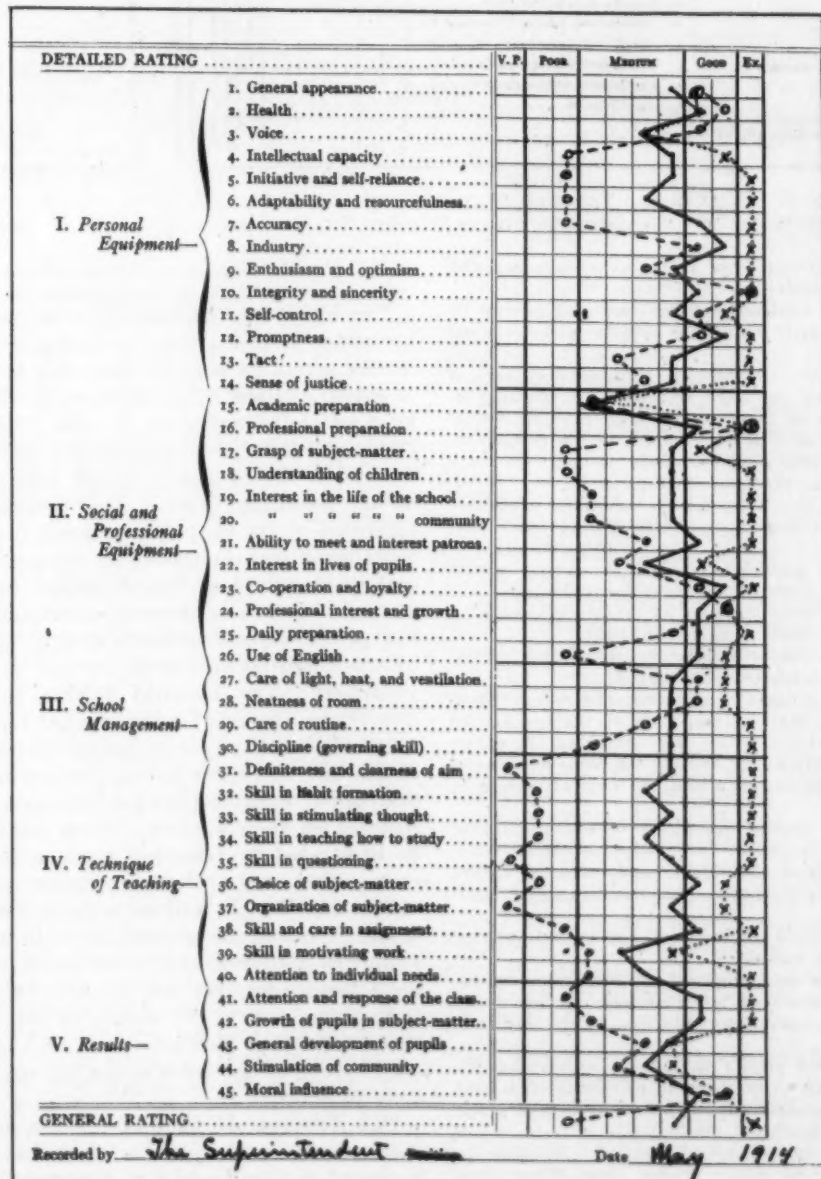
## Explanation of Terms.

I. *Personal Equipment* includes physical, mental, and moral qualities.

1. *General appearance*—physique, carriage, dress, and personal neatness.
3. *Voice*—pitch, quality, clearness of schoolroom voice.
4. *Intellectual capacity*—native mental ability.
5. *Initiative and self-reliance*—independence in originating and carrying out ideas.
7. *Accuracy*—in statements, records, reports, and school work.
10. *Integrity and sincerity*—soundness of moral principles and genuineness of character.
13. *Tact*—adroitness, address, quick appreciation of the proper thing to do or say.
14. *Sense of justice*—fairmindedness, ability to give all a "square deal."

II. *Social and Professional Equipment* includes qualities making the teacher better able to deal with social situations and particularly the school situation.

15. *Academic preparation*—school work other than professional. Adequacy for present work.
16. *Professional preparation*—specific training for teaching. Adequacy for present work.
17. *Grasp of subject-matter*—command of the information to be taught or the skill to be developed.
18. *Understanding of children*—insight into child nature; sympathetic, scientific, and practical.
22. *Interest in lives of pupils*—desire to know and help pupils personally, outside of school subjects.
23. *Co-operation and loyalty*—attitude toward colleagues and superior officers.
24. *Professional interest and growth*—effort to keep up-to-date and improve.
26. *Use of English*—vocabulary, grammar, ease of expression.



GRAPH I. EFFICIENCY RECORDS FROM SCHOOL X.

Average (15 teachers)—; Best x . . . x; Poorest, o . . . o.







# The Junior High School at McMinnville, Oregon

F. A. Scofield, Principal

The purpose of this paper is not to discuss the Junior High School movement from a theoretical standpoint. After five years of trial, the 6-3-3 division is now sufficiently wide-spread for us to make some definite statements as to the functions of this institution. It is claimed by some that all of the problems confronting this school are local, but this is only a convenient way of shedding responsibility for failures. It is true that building conditions and vocational studies in the curriculum are often settled in terms of local conditions, but the broader lines of administration, course of study and certification of teachers can be as well standardized, within state limits, at least, as for high schools.

This article will attempt to set forth first the conditions that led to the organization of the Junior High School in McMinnville, and secondly the outline of our working plan, and its advantages over the old grade method. Before going into this discussion, however, it is necessary to say something as to the nature of this new type of school.

As we see it, the Junior High School is an institution which brings together the students of the seventh, eighth, and ninth grades in a separate group of buildings, so as to secure an atmosphere that will resemble the high school, but with less individual responsibility.

## Of What the Junior High Consists.

Such a definition requires elective work, but not necessarily differentiated courses, in all grades; provides for departmental instruction, and complete separation from Elementary Grades and High School for administrative purposes, which means a separate building. The segregation of the seventh and eighth grades may secure all these things, but they have no connection with High School students, and such institutions would seem to be best described by the term "Intermediate Schools." The inclusion of the ninth grade secures more advantages and affects more closely the organization of the High School. Therefore, it would seem that the term "Junior High School" better describes the institution concerned with the seventh, eighth, and ninth grades.

The Junior High School in McMinnville is receiving considerable attention thruout Oregon, not only because it is the first school of the kind in the State, if we accept the above definition, but because McMinnville is one of the smallest cities in this country having such an organization. There was formerly an idea that the Junior High School movement would be confined to the large cities, but the facts here go to show that it can fill just as important a place in the small towns, besides being easier to put into operation, and easier to maintain.

McMinnville is a town of about 3,500 inhabitants, with a school population of 755, December 25, 1914. Supt. W. R. Rutherford, and the School Board were confronted at the close of June, 1914, with crowded school buildings in both grades and high school and the Junior High School was considered to be the most economical method of caring for the expected increased attendance. By taking two grades out of the two 8-room grade buildings, it was estimated that an increase of 33 per cent might be cared for; by taking the ninth grade out of the high school, another increase of 33 per cent was cared for, and the new building was planned to accommodate an increase of 50 per cent over the first year's enrollment. Therefore, the money expended for the Junior High School has provided more school room, more educational advantages, better teaching for the grades and better equipment, than the same amount would have produced expended on the other plants. The actual per capita cost will be higher than under the old system, but it has necessitated the employment of but two more teachers, and these would probably have been necessary under any circumstances. The build-

ing is located near the Senior High School and hence use is made of equipment and teachers there. The Junior High School has six regular teachers and seven part-time teachers from the other school, and had, at the end of December, an enrollment of 200. We use the Domestic Science and Elementary Science equipment in that school also, but have a Manual Training shop in our own building.

As mentioned above, the Intermediate Schools are claiming many advantages of the Junior High School, and the adherents of the Six-Year High School claim that the possibility of an uninterrupted six-year course of study is the ultimate division. But the Junior High School is the only plan that may be said to be national in scope, and the one which has undoubtedly come to stay. Indeed, there is good evidence that the future will see the argument advanced that such a school is just as necessary as the High School. In discussing the working plan of the school here, I wish to emphasize the fact that the advantages we are claiming are not local with the exceptions noted, also, that neither of the two divisions given above, can hope to include all of them.

## Advantages of the School.

1. We believe that this type of school will break down the wall at present existing between grades and high school, and we hope to have figures to prove this point within the next year. This division between the grammar grades and high school has had two effects: it has caused pupils to feel that the eighth grade diploma was the end of a certain portion of their school career and that the work beyond was for favored pupils only; and it has caused many failures during the first year of high school because the pupil was unable to adjust himself to the changed methods of administration. Statistics showing the number of pupils entering the ninth grade and the individual records of students going on to sophomore work ought to form a basis for definite conclusions on this point. For the present year we know that 94 per cent of the graduates of the eighth grade of last year are in school. It is evident, from our correspondence and various documents we have been able to secure, that probably not more than 25 per cent of the half hundred or more Intermediate Schools and Junior High Schools in this country have ever made comparisons in this respect, or can give accurate and absolute data.

2. While departmental teaching is profitable under the old organization, we believe this type of school offers better opportunity for such work, due to the different form of administration and the possibility of securing better trained teachers. All of the teaching is departmental here, and the work is conducted about as in high school, tho with more attention to supervision of, and the correlation between, the different classes and the amount of work done. It is true that some still doubt the possibility of students of this age taking up departmental instruction, but the result of the investigation of this question by the United States Commissioner of Education, is proof that school men who have tried it, are agreed that the plan is feasible and profitable.

## Instruction and Promotion Methods.

3. High School methods of study and recitation are here introduced under supervision of the class teacher, which avoids the second result of the "gap" between the grades and the high school. Each of the three classes, then, has someone to whom they may always look for assistance, and who sees that the new methods are understood and applied. There is less need for this close supervision in the ninth grade, but if the transition between grades and high school is to be entirely smoothed away, it seems almost necessary to have someone who is more to them than a roll call teacher. The classes are often dismissed to the rooms known as their classrooms, for detailed instructions or the settlement of vexed questions of general discipline. We should like to have these teachers

have two subjects with their respective classes, even tho the strict departmental plan would then be broken, but we do not feel this necessity as much as we did at first. Writing and Spelling, however are taught by the same teacher. We use the Assembly Hall for a study room and the first twenty minutes every morning are devoted to a general study period. At this time all teachers are expected to be there to answer individual questions or to assist those behind in their work.

4. One of the fundamental advantages of this type of school is promotion by subject. It is conceivable that some complicated situations might arise in the case of irregular pupils, but we have ten such thruout the school, and are satisfied that this is a function of the Junior High School that should go into operation at once. Some of these pupils are taking the advanced work in addition to repeating the work failed in, but we have not yet decided the question as to whether a ninth grade pupil shall be allowed to enter the tenth grade before completing all the grammar grade subjects. This may depend upon the ruling of the State Department in the matter of eighth grade diplomas. This plan has kept several pupils in school and in general has been the means of giving them more interest in the welfare of the institution of which they are a part. Of course all these irregular promotions are carefully discussed by the teachers and the superintendent.

## The Curriculum.

5. This brings us to the subject of the curriculum, at present the most important problem of the Junior High School. The most practical way of beginning this institution in a school system is to have but one general course requiring the completion of all grammar grade subject and allowing a certain amount of election in each grade. The best we can do at present is to offer the following electives:

Seventh grade—one from the following: German, Music, or Drawing.

Eighth grade—two from the following: German, Music, Drawing, Typewriting or Stenography.

Ninth grade—Bookkeeping, Ancient History added to the above subjects, from which a student may elect two or three. Household Accounting may be substituted for Algebra, which is required, by the girls.

It is doubtful, however, whether this plan will secure the saving of time advocated by adherents of the movement and therefore a differentiated Course of Study must be offered. Men acquainted with the problem are of the opinion that there should be in general three courses: a General Course; a Commercial Course; and a Vocational Course. The first two can be made in state-wide terms but the last ought to be made in terms of local industries and should be vocational in the sense of preparing for some trade with the possibility of continuing that work at some technical school after finishing the Junior High School. Such a Course of Study, would allow all students to choose their major and elect from a wider range of subjects beginning with the seventh year, a condition now lacking in the smaller schools, tho in operation in Los Angeles and elsewhere.

Our school day is divided into nine periods of 30 minutes, with a general study period of twenty minutes in the morning, and one of 10 minutes in the afternoon. The following table gives the recitation time and complete Course of Study of the McMinnville Junior High School:

## Apportionment of Time Per Week to Various Subjects in the Curriculum.

Time required per week for recitation required by McMinnville Junior High School.			
Subjects	7th	8th	9th
Reading and Literature.....	150	90	150
Language, Grammar and			
Composition .....	120	120	120
Spelling .....	60	60	..

(Abstract of an address delivered before the Secondary Section of the Oregon State Teachers' Association, December 23, 1914.)





JUNIOR HIGH SCHOOL, McMINNVILLE, ORE.

Writing .....	60	60	30
Arithmetic <sup>1</sup> .....	150	150	150 <sup>2</sup>
History .....	150	150	...
Geography <sup>3</sup> .....	...	...	...
Elementary Science and Nature Study .....	...	...	90 <sup>4</sup>
Phys. and Hygiene .....	...	...	...
Music .....	...	...	...
Drawing .....	...	...	...
Domestic Science .....	80	80	300
Manual Training .....	120	120	120
Bookkeeping .....	...	...	...
Moral Training .....	...	...	...

Total required, Boys..... 810 750 660  
Girls..... 770 710 840

Electives			
German .....	150	150	150
Drawing .....	60	60	60
Music .....	60	60	60
Stenography .....	300	300	300
Typewriting .....	150	150	150
Bookkeeping .....	...	...	300
Ancient History .....	...	...	150
Printing <sup>5</sup> .....	...	...	...

<sup>1</sup>We intend to drop Literature in the seventh grade in the second semester and complete the geography work in time for the State examinations in June. In Arithmetic we are devoting more time than shown above, because the teacher is taking the slow ones for extra work in the twenty minute study period. The recitation time for the slow division will later be increased probably two periods per week.

<sup>2</sup>Algebra replaces arithmetic in the ninth grade.

<sup>3</sup>Elementary Science is taught in place of nature study in the ninth grade.

<sup>4</sup>Printing class is composed of boys from each grade, twelve in all, who work this year without credit. The work may be recognized next year.

The above time apportionment does not include study periods, so 150 minutes for type-writing, which requires no study or preparation, cannot be compared with History, for instance, which requires at least one period of preparation. This table makes plain the fact that the pupils under the old organization have a large number of required subjects in the upper grades, with absolutely no chance of electives. The Course of Study in the Junior High School is no heavier than the Elementary Course, as some have thought. The fact that we place a different value upon certain subjects in respect to time allotment, may or may not be in our favor, but with the exception of Arithmetic as already mentioned, we are satisfied with our arrangement.

#### Some Instruction Methods.

It is not possible to give in detail the methods of instruction in each subject, altho we do feel that we are getting some exceptional results in much of the work. The English department is in charge of two teachers, one having technical English in the seventh and eighth and the study of classics in the ninth grade, and one having charge of reading, study of additional classics, interpretation of literature, and outside reading. Some Oral Expression and Debating work will be done in this department, and a good deal of dramatization is being done in the Literature classes. We are emphasizing writing thruout the school and are getting good results. The

present writing teacher has been partly in charge of the work here for the last two years but with no opportunity for such thoro supervision of all writing work as at present. By the use of Thorndike's Handwriting Scale, we are making a comparison of the penmanship of those students who have had some training under her direction, and the students entering the school from other places. We are satisfied that a second comparison at the end of the year will justify the attention we are giving to writing. The History teacher has the seventh and eighth grades divided into separate classes for boys and girls, thus affording an opportunity to deal with current events, at least, according to their different interests.

The Elementary Science work is a radical departure from the accepted theory of science teaching in that it makes no attempt to present formally any one field, but deals with the things that fall within the experience and observation of the pupils, and phenomena that everyone should be acquainted with. This course is conducted by the principal of the Senior High School, who is an instructor in Physics and Chemistry, and is a member of a State Committee on Elementary Science which is advocating such instruction on the grounds that only a very small per cent of high school students take up any advanced science and therefore remain ignorant of the simplest facts about Nature.

All German instruction is based on the conversational method. We had to place students from the seventh and eighth grades in the same section, but this is not altogether satisfactory. As in the case of Arithmetic, the teacher may be compelled to form a slow division for part of the seventh grade German, altho keeping those students identified with the class. This is no argument against the teaching of a foreign language in that grade, but it probably does show that there is a difference in the ability of the seventh and eighth grade pupils to acquire such a subject.

Manual Training, Cooking, and Sewing are required for boys and girls, but Music and Drawing are elective. Mechanical Drawing is taught in connection with the Manual Training.

#### Commercial Work.

We are emphasizing our Commercial work, since there is a demand for it here. Stenography and Bookkeeping are the only subjects taught as commercial studies, but the students are impressed with the value of Arithmetic, English, Spelling, and Penmanship. A National Bank, organized on the same basis as the McMinnville National Bank, and using practically the same system of accounting, is conducted in the Bookkeeping class. Since the state text makes no definite provision for such we must work out the transactions as we proceed.

The eighth grade pupils are making satisfactory progress in Shorthand, but are handicapped by reason of lack of acquaintance with

the vocabulary necessary for a stenographer's position. In order to remedy this, and at the same time increase the spelling ability of all pupils, we have selected a list of 300 words from the textbook, business correspondence and the composition work. Each pupil in school will have these words, and the English teachers are checking them with the daily class work in composition and reading, noting with the students their occurrence, application, and the desirability of making them a permanent part of one's vocabulary. This list will then go to the spelling teacher for drill and will then be used for shorthand drill. In the latter class we shall endeavor to acquire as large a "usable vocabulary" as possible, and shall emphasize meaning and spelling. This ought to aid in translation of shorthand notes and will require that words be understood before any effort is made to write them. Experienced stenographers are able to write unknown words and even foreign languages, but they have a wide knowledge of words to help them out. We hope to make the spelling work more practical, at any rate, not only in the shorthand work but thruout the school.

The course in Household Accounting is open only to ninth grade girls who do not wish to take Algebra.

#### "Repeating" in the School.

6. We have been interested in knowing the effect the Junior High School would have upon "repeaters," but statistics from other places do not help us much. We have just completed a careful study of retardation and elimination in the three grades, only the results of which can be given here. The age-grade distribution of the school is as follows:

Age	7th Grade	8th Grade	9th Grade	Total
12	11	..	..	11
13	23	9	..	32
14	14	23	16	53
15	13	16	25	54
16	6	8	10	24
17	2	2	10	14
18	..	2	3	5
19	..	1	2	3
20	1	..	..	1
21	..	1	..	1
Totals	70	62	66	198
Per cent—				
Normal	32.9	37.1	37.9	35.8
Retarded	51.4	48.4	37.9	46.0
Accelerated	15.7	14.5	24.2	18.2

The normal age for the seventh grade has been assumed to be 13; for the eighth, 14; and the ninth, 15. The above table is based upon information obtained in September.

Based on the age-grade standard, then we have a large number of pupils below grade. The causes have been found to be four; late entrance; dropping out of school; failure to graduate; and loss of one or more grades on the part of pupils entering the district from short term country schools. Just how serious this last has been we are unable to determine, but it has been quite a factor in increasing retardation. There are districts having five and six months of school and pupils who have attended such are often put back one or more grades when they enter a city school. The average age of entering the first grade has also been studied,



as well as the time taken to complete the six grades, and the results may appear later.

About 5 per cent of the present enrollment would have been classified as repeaters under the old grade organization. The individual records to date show that we will have failures in one subject, or perhaps more, but we do not believe any student now classed as a seventh, eighth, or ninth grader will fail to complete his work with that class by the end of the ninth year, provided they remain in school. All of them could not complete the high school work, as there must of course be some who will just be able to pass the final examinations here. The per capita cost last year was about \$40, therefore the 5 per cent would have cost the district about \$400.

We are quite certain that retardation will be lessened, not only from the age-grade standard, but from the progress standard, but we cannot affect it in the first six grades except as the six-three division will give the superintendent a chance to better locate the causes of failures in those grades. However, we may always expect to have over-age pupils in school, because one of the functions of this institution is to offer those pupils something different from the grade organization and to thus attract them back to school or to keep them there longer than they would otherwise stay. We expect and desire this class of students, but we believe we can lessen the accumulation of retardation in the seventh, eighth, and ninth grades. And we may also expect to affect elimination. A close canvass of the student body disclosed the fact that about 5 per cent were in school because of the new organization.

#### Student Activities.

7. The Junior High School, as a movement, attempts, by its very nature, to provide new interests to boys and girls of early adolescence. This wider interest is offered in the opportunity of electing some subjects, and of intelligent self-direction thru student activities. By this we do not mean the freedom of the High School is given. We believe in responsibility under supervision.

The Student Body Constitution was drawn up to meet certain needs and provides not so much for the future as for present activities. Nominations for office are given to a Nomination Committee of students and faculty who are required to name three members for each office. The first trial has demonstrated that

this, when not controlled by the faculty, is better than school politics. All candidates appeared before the Student Body and several gave a minute speech outlining a policy if elected. We have a provision in the Constitution, placed there by the students without suggestion or aid from the teachers, stating that any one using tobacco shall be debarred from representing the school or taking part in any activity.

A basket ball league including one-half the student body has aroused much interest.

We have a school paper, edited and printed by the students. This is not a pretentious magazine, containing generally four pages of reading matter, but is an important factor in creating a unified Student Body. The printing equipment consists of a small hand press and sufficient type to set two pages of the paper at a time, the entire cost of which has been met by the Associated Students. The work is proving extremely practical and the Board of Education may install better equipment next year. We also have an orchestra and a girls' glee club.

#### Student Discipline.

We do not assume that the students are capable of much student government, but we believe they are capable of taking up certain forms. For instance, we have an "Industry Card" in which students and faculty are much interested. Exemptions from examinations require an average of 90 in studies and deportment, or application, so we gave each student the privilege of marking himself upon three points: Interest in school (willingness to co-operate, and observe rules of discipline), Study Room conduct, and Application (studies). The faculty reserved the right to change any of these marks for the first quarter but agreed to form an honor group thereafter. Each student has a card bearing his registration number, but not name, which is filled out each quarter and left in the office. Over 90 per cent of the pupils marked themselves the same or lower, than the faculty rated them. Moreover, conferences with individual students over these grades, for they are allowed to come to discuss them, have brought out another use of the "Industry Card" not at first intended. That is, many, tho not all, regard the faculty suggestions and marks as being helpful criticisms and are anxious to know wherein they are failing and desire to co-operate more in the matter of conduct than we had expected. Another helpful feature has been

the faculty discussions of the students and their attitude and in general we have been compelled to define what we believe to be a perfect grade in discipline, and school interest, and have gained a clearer idea of what we ought to place before the pupils for their standards.

All of these things have had two great results:

1. Discipline has been lessened, and
2. Interest in school and studies has been increased. Out of a group of ten grade failures only two remain doubtful from this standpoint of discipline and school interest, by reason of the many opportunities we have of interesting everyone in some work, or at least showing that it is worth while to belong to the school.

#### Vocational Efforts.

At the end of the third month of school we sent a questionnaire to each student in an effort to secure information concerning past school life, and home conditions, for a "Permanent Record Card." One question was: "What life work are you preparing for?" The replies showed that 55 per cent of the students of the school had in mind some vocation which they believed they would follow. The summary of replies to that question is as follows:

Total number of students.....	200
No answer .....	37
Undecided .....	45
Preparing for some vocation.....	111
1. Teacher .....	37
2. Nurse .....	9
3. Farming .....	8
4. Mechanic .....	6
5. Electrician .....	6
6. Civil Engineer .....	5
7. Engineer .....	4
8. Stenographer .....	4
9. Clerk .....	4
10. Business .....	4
11. Electrical Engineer .....	2
12. Pianist .....	2
13. Artist .....	2
14. Chauffeur .....	1
15. Dressmaking .....	1
16. Cartoonist .....	1
17. Musician .....	1
18. Carpenter .....	1
19. Violin Teacher .....	1
20. Music Teacher .....	1
21. Boatbuilder .....	1
22. Lawyer .....	1
23. Telegraph Operator .....	1
24. Housework .....	1
25. Druggist .....	1
26. Preacher .....	1
27. Vocalist .....	1
28. General Education .....	1
29. Detective .....	1
30. "Just a Wife".....	1

(Concluded on Page 65)

## Mechanical Equipment of School Buildings

Harold L. Alt, M. E.

(First Article)

The school laws of every state in the Union make the erection and maintenance of proper schoolhouses the first and one of the most important duties of school boards. The laws recognize tacitly that while the schoolhouses are only a physical accessory to the education of future citizens, it is nevertheless true, that neither children nor teachers can perform their respective part in the educational process unless the schoolhouses are convenient, sanitary, safe and comfortable.

To school-board members and citizens individually, the educational aspect of erecting and equipping schoolhouses may not appear as an intimate duty so much as the more vexing duty of securing funds and of using those funds to the best advantage. The pecuniary problems in turn are not less troublesome to members of school boards than the actual architectural and engineering problems, bound up as they are with the educational demands of teachers and superintendents, the hygienic requirements of sanitarians and the limitations of knowledge and experience on the part of the members themselves.

Several millions of dollars of the taxpayers' money are spent every year on new buildings, and whether this vast amount is spent wisely or unwisely is dependent, almost entirely, on the

wisdom and care of the school boards. Considering the fact that comparatively few members ever have previous experience in construction work of any kind beyond, perhaps, the erection of their own homes, it is remarkable that the various communities thruout the country are not loaded up with a large number of well-meant, but absolutely unfit, school buildings. That this is not so is due, without doubt, to the painstaking attention given by the average board in handling building problems. Still, even care cannot produce the results obtained by experience.

It is the purpose of this and succeeding papers to present to school-board members, both individually and collectively, the various problems arising in almost every new schoolhouse which is erected and to discuss these problems with their solutions in a simple, plain and straightforward manner easily appreciated by the uninitiated.

It is not desired to enter into the discussion of the arrangement or construction of school buildings so much in these articles as it is to discuss the equipment and mechanical end. The architectural end should be left to the architect selected by the board with the school board acting as an advisory and criticising committee and the school board which tries to undertake

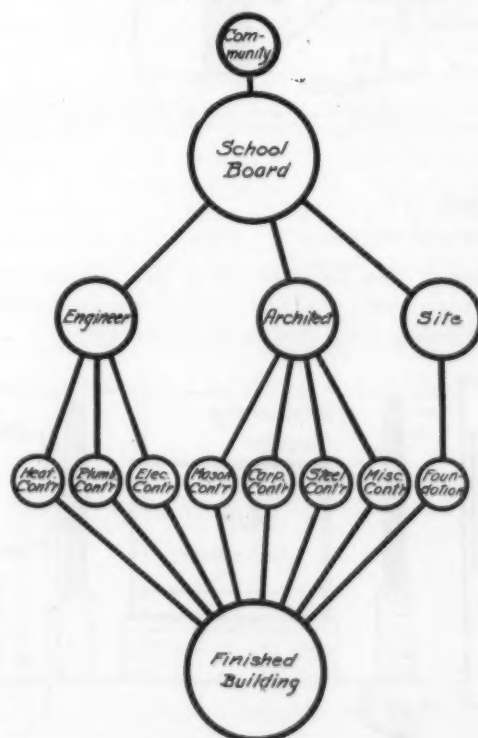


Fig. 1. BUSINESS ORGANIZATION IN SCHOOLHOUSE CONSTRUCTION.



the erection of a school building without an architect is not only going to get in a whole lot of difficulties but will end up by wasting the public money.

Yet the employing of an architect will not necessarily solve all the problems. The modern school has developed into such a distinctive type of building that problems ordinarily solved by standard methods in other structures require totally different treatment for school use. The boards thruout the country should employ not only competent architects but should assist the architects after they are employed by turning over the responsibility of the mechanical equipment to engineers, thoroly experienced in such work. "The best is the cheapest" in the long run and the best engineer is the one whose experience on schools has been the largest and most successful. No school board can go wrong in following this procedure and the larger the building the greater the emphasis which must be laid on this point.

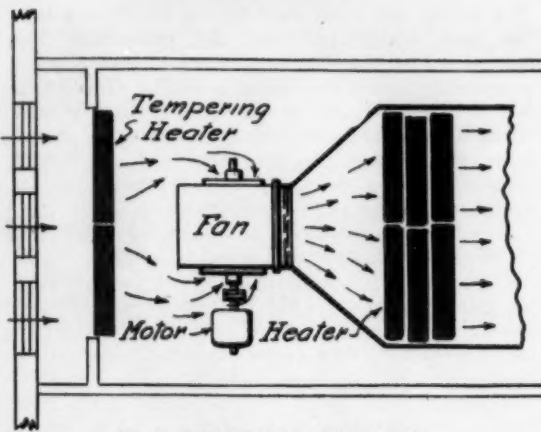


Fig. 2. PLAIN FAN APPARATUS.

laneous work is under the control of the architect. The work of these contractors is united to form a finished and complete building, and all disputes are carried back thru the architect or engineer to the school board for its judgment.

Let us take first the matter of heating and ventilation since this is the most important of all the mechanical contracts amounting from ten to fifteen per cent of the total cost of the building. Of course, the problem of ventilation consists of supplying a reasonable and proper amount of fresh and warmed air to each classroom and other occupied rooms in such a way as to least inconvenience the occupants and so as to produce the most beneficial results. After this air has been breathed or otherwise contaminated the logical continuation of the problem consists of the removal of such foul air from the locations where it naturally collects, thus maintaining a circulation in the atmosphere.

Before the subject of ventilation can be intelligently considered the composition of the atmosphere must be noted, together with the changes produced which render it unfit for further use.

In the first place, air is a mixture of gases

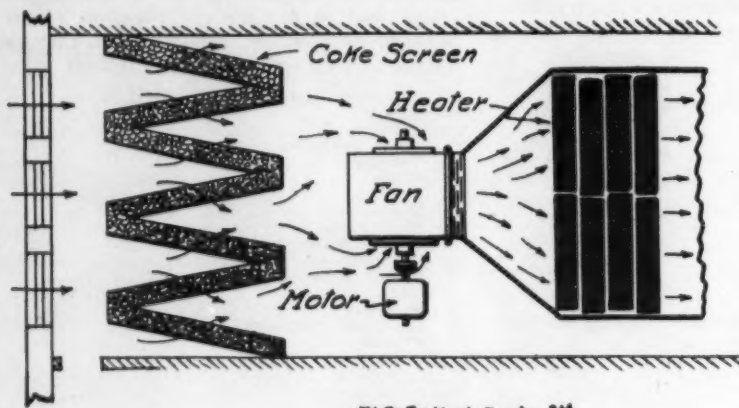


FIG. 3.-Mech. Eqp.-Alt.

Fig. 3. FAN AND COKE SCREEN.

Even then, the board should be familiar with the various points involved as in almost every instance they make the final decision as to the results justifying the expenditure and unless they know what the results will be and the

It is better that the engineer be selected and appointed by the board as he is then better able to serve the board's interest alone than when he is selected by the architect and is therefore under obligations to him. It goes without saying,

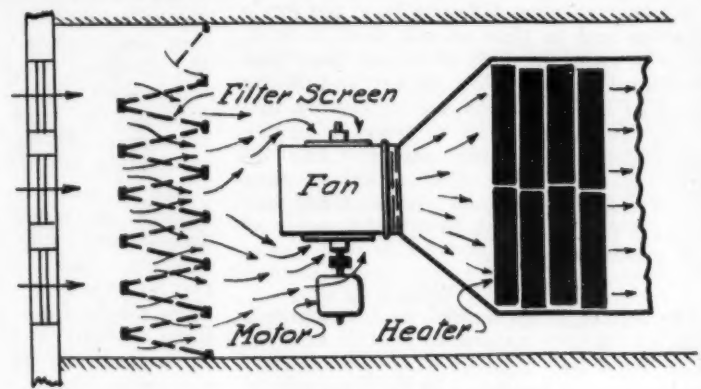


FIG. 4.-Mech. Eqp.-Alt.

Fig. 4. FILTER SCREEN AND FAN.

being normally about one part nitrogen and four parts oxygen with some ozone and carbonic acid gas; besides this there are usually present small quantities of ammonia, sulphuric and nitric acid, floating organisms and inorganic matter, together with various local impurities.

The oxygen is by far the most important of the various gases, it being the gas required both in combustion and respiration. The nitrogen serves as a diluent of the oxygen and does not enter actively into any of the processes in which we are interested.

Carbonic acid gas, while in itself not especially harmful, is a sort of gauge on the purity of the air. This is owing to the fact that, while in the open country the proportion of this gas is only 3 to 5 parts in 10,000, in the process of respiration its proportion is increased in almost direct ratio with other more harmful, but less easily detected, impurities. Therefore, the proportion of carbonic acid gas is almost an invariable indication of the degree of foulness reached by the air.

It is a generally accepted standard that not less than 30 cubic feet of fresh air per minute should be supplied for each pupil in a classroom

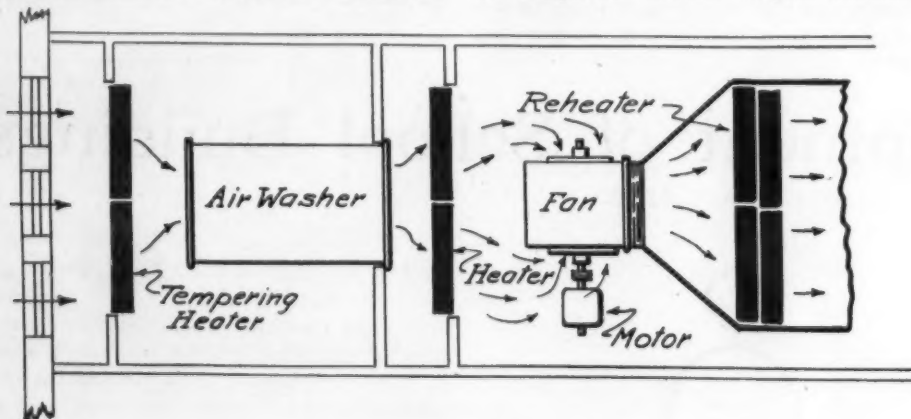


FIG. 5.-Mech. Eqp.-Alt.

Fig. 5. AIR WASHER AND FAN.

value of such results there is great chance of financial waste.

In Fig. 1 is shown the normal business organization of school construction and one which gives the most satisfactory results. Here the school community appoints the school board which in turn selects the site and the architect and engineer. The site (according to the safe bearing load of the soil) determines the foundation and the architect must not be held responsible for expensive foundations necessitated by poor bearing soil. All school boards should take borings to determine the character of the under strata before purchasing as the necessity of expensive foundations will often make a higher priced site really cheaper.

After the contracts are let the engineer controls the heating, plumbing and lighting contractors' work, while the masonry, carpentry, steel, painting, plastering, roofing and miscel-

however, that the selection of an engineer who is antagonistic to the architect is not good business policy since they must co-operate.

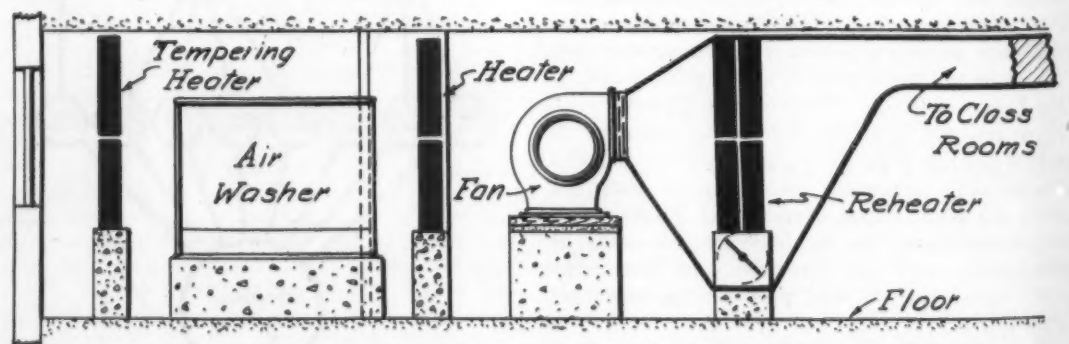


FIG. 6.-Mech. Eqp.-Alt.

Fig. 6. SIDE VIEW OF AIR WASHER AND FAN.



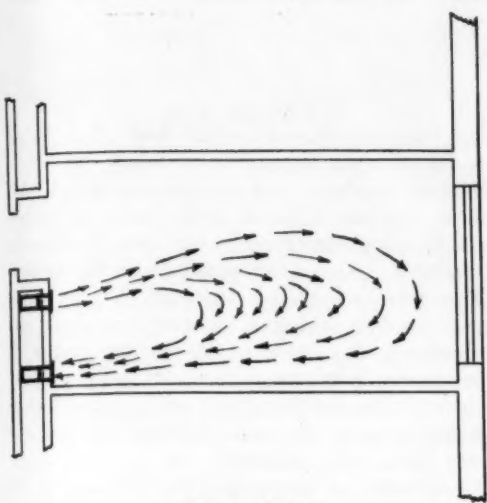


FIG. 7-Mech. Expt.-Alt.

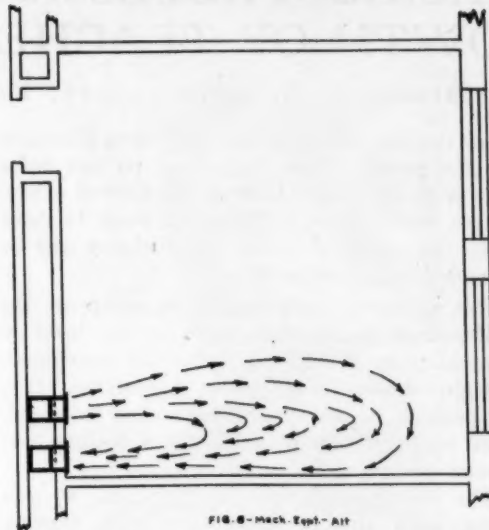


FIG. 8-Mech. Expt.-Alt.

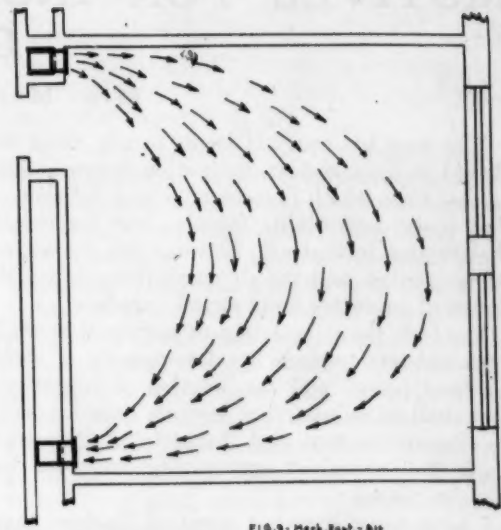


FIG. 9-Mech. Expt.-Alt.

Figs. 7-8-9. PLANS OF SCHOOLROOMS SHOWING EFFECTS OF LOCATION OF AIR INLETS AND EXHAUSTS.

—in fact, this is required by law in some states. Another authority gives 50 cubic feet per minute for high schools and 40 cubic feet per minute in grammar schools. It is not just apparent why the high school student who generally is in the building for a shorter period, should be thus favored. From practical experience and general practice no school board will go wrong, or can even be subject to criticism, in adopting the 30 cubic foot standard.

This much being decided upon, the board must next decide if the air is to be supplied exactly as it comes from the outside—dust laden, smokey or odorous as it often is—or whether money shall be spent for a filter or air washer.

In Fig. 2 a ventilating apparatus, or "fan room arrangement" as it is often termed, is shown in which no modification of the air is made beyond that of raising its temperature slightly by the "tempering heater." Then it goes to the "fan" and is pumped thru the "heater," which warms it, into ducts to the classrooms. In Fig. 3 a coke screen is shown, this consisting of vertical wire mesh partitions 12 in. or 18 in. apart, between which coke is placed and the air drawn thru the mass. The filtration obtained by this method is not particularly effective and the process of cleaning the filter is difficult.

In Fig. 4 a cloth filter is shown which consists of a large number of frames, across which cheese cloth is stretched as a massive strainer and thru which the air is drawn before being sent to the rooms. The filter will not do anything beyond catching the larger dust particles, etc., which would otherwise be carried along with the air, but it is easier to clean and preferable to the coke filter.

Fig. 5 shows an "air washer" which is a device for washing the air by means of a fine water spray that removes not only dust but also a large proportion of smoke and odors which at times may be carried in from the outside. Besides this, the air washer can be procured with a regulating device which maintains a humidity or moisture in the air at any desired

degree, doing away with the excessively dry and parching steam heat effects ordinarily experienced. By all means install an air washer unless financial limitations absolutely prohibit its use. Fig. 6 shows an elevation of Fig. 5 giving an idea of the appearance of the apparatus when properly set on foundations.

In order to properly introduce the fresh air into a schoolroom and also to withdraw the foul air, the location of the supply and exhaust openings must be carefully determined. Of course, the main object is to circulate all the air in the room, or to put it another way, to circulate air in all portions of the room, while a secondary object is to circulate the air in such a manner as not to make air currents disagreeable or even perceptible.

Let us take Fig. 7 which shows the plan of a typical small room with the approximate circulation of air indicated by arrows between the supply and exhaust registers—which are located fairly close together. It will be seen that owing to the narrowness of the room this arrangement is fairly good but entirely out of place when a room is of greater width, as shown in Fig. 8, where fully two-thirds of the room is stagnant.

In Fig. 9 is shown the normal method of treating standard sized classrooms for say 40 or 50 pupils. It will be readily seen that the amount of stagnant area is comparatively small. The diagrams hold reasonably true regardless of the height of the openings above the floor, but the exact motion of the air is affected by the movement of the occupants, the opening and closing of doors, the shape of the inlet and the velocity of the entering air.

In Fig. 10 is shown a typical room in elevation with both the supply and exhaust openings at the floor. It will be seen that with such an arrangement the circulation is likely never to reach the "breathing line," BL, which is the approximate level from which the air is drawn into the lungs. In Fig. 11 a similar effect is shown with both openings located about 8 ft. 0 in. above the floor.

Fig. 12 shows the circulation with the supply register 8 ft. 0 in. above the floor and the vent

outlet at the floor. It can readily be appreciated that this is the best method for circulating vertically across the breathing line, and is known as "downward ventilation" since the general movement of the air is in this direction. The reversing of the supply and exhaust openings would result in a similar effect but in an upward direction being known as "upward ventilation." This is seldom used, however, (owing to draughts produced at the floor) except in auditoriums. The arrangement shown in Fig. 11 is the regular standard generally adopted.

A combination of Fig. 9 and Fig. 11 produces the best all-around results; that is, the supply inlet should be at one end of the rooms about 8 ft. 0 in. above the floor to avoid draughts below the head line, and the vent outlet should be at the other end of the room close to the floor. No draught, of course, is ever felt in front of a vent outlet.

State Superintendent A. O. Thomas of Nebraska, has recently rendered an opinion that, in effect, the free attendance law is void in counties where there is a county high school, unless the county high school does not have twelve grades. It is held that the pupil must have first completed the work of the high school before the county can pay tuition in another county. The case arose in the town of Hays Center, where a certain pupil who had graduated from the eighth grade of District No. 33, Hayes County, desired to receive support from the district in which her parents reside, to be used for high school education in another county.

In this particular case, the state superintendent pointed to the fact that District No. 33, of Hayes County, is taxed for the support of a county high school. It cannot, therefore, be legally taxed for the additional amount necessary to pay non-resident tuition to another school inasmuch as this would involve a double taxation.

The attorney general of Oregon, in a recent opinion, has sustained the state superintendent of public instruction, in his declaration that the directors alone constitute the membership of a school board, and that the clerk is merely a secretary. A meeting called by the common consent of the members of a board is legal. The controversy arose in Klamath County, where the clerk of the school board had objected to being barred as a member.

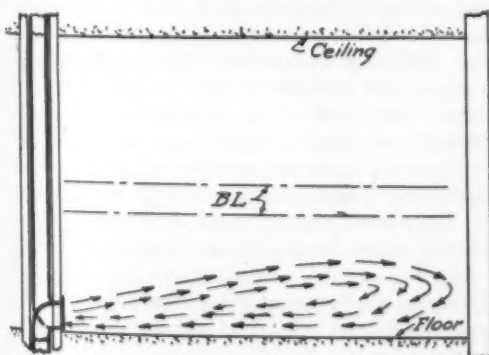


FIG. 10-Mech. Expt.-BLV

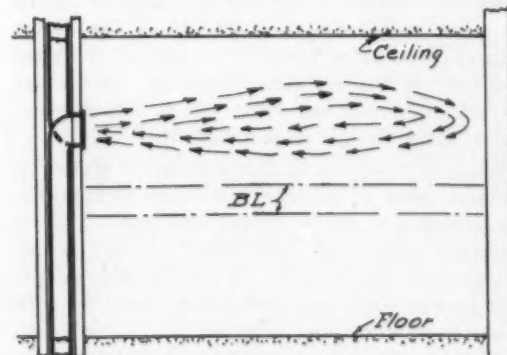


FIG. 11-Mech. Expt.-BLV

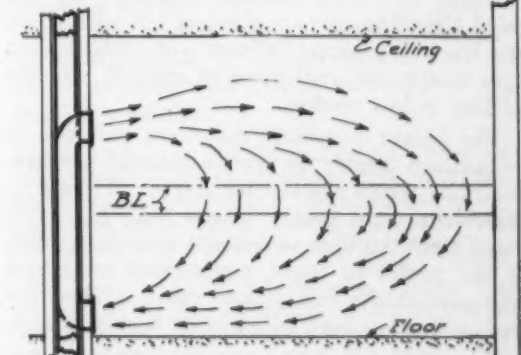


FIG. 12-Mech. Expt.-BLV

Figs. 10-11-12. SECTIONS OF CLASSROOMS, SHOWING EFFECTS OF PLACING SUPPLY AND EXHAUST OPENINGS. BL, BREATHING LINE.



# MOTIVES FOR INCREASING PROFESSIONAL INTEREST AND GROWTH OF TEACHERS

Mrs. Mary D. Bradford, Superintendent, Kenosha, Wis.

The time has come, it seems to me, when we should make a clearer distinction between that mental state which induces an act of volition,—that inner determining impulse, and the object that incites to that act; between the subjective thing, motive, and the objective thing to which the word incentive more strictly applies.

For both the stimulation of motive that shall urge teachers towards the development of their teaching power, and the creation of incentives that shall stimulate effort towards improvement, the Superintendent and Supervising Principal may find abundant opportunity, wherever he may be placed.

I have never known a corps of teachers that did not have one or more members who needed only to be made alive to the enlarged possibilities for service which would come with better preparation, and who, once having caught that inner urge, would go on from good to better, from better to best, never free from that uneasiness which is always the motive to change. They are those somewhat rare individuals who are possessed of a quality of soul that will not let them rest content with present attainment, and who sometimes make teaching the fortunate field for their progress. With nothing from their supervisors but sympathy and appreciation, and a fair chance to work out their ideals, but, oftener, in spite of the opposite circumstances, such teachers will move ahead.

At the other end of the scale, there are those, somewhat more numerous than their opposites just mentioned, whose satisfaction with their condition is the motive for remaining in the same. For these the prod of incentive, an objective stimulus of some sort, may spur them to better effort; but it will never take them much beyond a perfunctory performance of duty.

Then there is between these types another class by far the most numerous, who are a sort of "composite-type" in this scale of professional interest and attitude. Like the first-named class they are in the profession from choice, they feel the desire to improve, but this motive unaided is not quite strong enough to cause effective effort. Appreciation and sympathy, only, will do much for these; but the incentive of assured tangible reward will do far more to stimulate them to such an effort as shall mean real growth, and possibly, an abiding professional interest.

The attainment and success of each of these classes of teachers may be expressed by a curve. For the first class we see it steadily rising, either regularly or thru alternate stages of arrest and renewal, as life and its exigencies or its opportunities affect it; but, thru all, continuing to rise, so long as open-mindedness to new thought and the spirit of service exist.

For the second class, if they are not absolutely incompetent, the curve of efficiency rises a little for a year or two, then follows a level for a while, and then steadily declines. For the third class, the curve is similar; but with these, the level of progress is more apt to be broken by a new curve, indicative of renewal, and the decline is less marked.

The height to which the curve will rise is determined largely by the educational preparation with which the teacher starts. William T. Harris has said that a teacher who has graduated from the high school and goes right down to the grades to teach, reaches her maximum efficiency at the end of two years. When the high school has been followed by normal school,

he or she will not reach the maximum efficiency for six years. From this, may we not infer that with education beyond the normal school course, and thus with fuller resources to draw from, the period of increasing efficiency may be extended still further?

But whatever the preparation, whatever the professional foundation, there is the level or something approaching it, after the maximum, and almost without exception, the decline. It is the problem of how to prolong or lift the maximum rise and how to prevent the decline that is now before us.

The solution of this problem has, as you know, been already undertaken with varying degrees of satisfactoriness in a number of school systems, and it is my purpose to speak of some of these plans. In doing so, I feel that I am keeping within the limits of the general topic; for altho the action of School Boards is involved in the most important of these undertakings, still it is very probable that the origin of them may in each case be traced to the Superintendent, a fact which the annual report may or may not reveal.

Also let me say here that whatever I may say about the election, promotion, reward and elimination of teachers applies just as well to the high school as to the elementary force; furthermore, that regulations to these ends are needed just as much in the building up of an efficient corps of supervising principals, as they are for effecting the same result in the corps of teachers.

The first thing that a superintendent should do is to insist that merit and merit alone shall determine who shall be admitted to the ranks of those whose work he is to direct, and for the results of whose work he is held responsible. He must stand for adequacy of preparation, character, and adaptability to the position desired.

Second, he should support, or, when necessary, organize a salary schedule whereby there may be a proper increase of salary for increased efficiency. The teachers who possess a fair amount of social consciousness, who do not forget that the development of children is their main business, and who make a real contribution to the efficiency of the system of which they are a part, should be given the maximum advance; those valuable in a less degree should be rewarded accordingly; while those to whom four P. M. and pay-day are such interesting goals, that it matters little what happens on the way to it, should not be long imposed upon helpless children.

A salary schedule that operates automatically fails as an incentive to effort. A guarantee of increased salary for increased value as a teacher is the surest spur to effort, thru which effort, granted the prime requisites of health, native ability, and adequate preparation, will result without fail in the development desired.

Besides reward according to value as shown by measurable results, there should be shown appreciation in a tangible shape, of unusual sacrifices or expenditures made by the teacher for self-improvement, from which the children under their charge reap a benefit.

What I refer to is the custom of granting teachers leave of absence from time to time for the purposes of study, travel, and rest. This is gradually becoming established in our larger colleges and universities. It should gain a foothold in our high and elementary schools. Six cities have thus far adopted it. These are Cambridge, Boston, Newton, and Brookline in Massachusetts, and Rochester and New Rochelle in New York.

The following report under date of July 4, 1914, shows what Rochester is doing.

"Eighty teachers and six principals of the Rochester public schools have made arrangements to take courses this summer in schools and colleges. According to a rule of the Board of Education made last summer, \$50 is paid to each teacher taking a summer course in an approved school outside of Rochester, and \$25, if the course is taken in this city. Last summer about sixty teachers took advantage of this offer, and some of the same teachers are taking courses again this summer.

"Twenty-six of the eighty-six are going to Teachers College, Columbia University, New York, and twelve to Cornell University, seven to Harvard, seven to Chautauqua, six to Massachusetts State Normal, fourteen to Mechanics Institute, and the rest to other colleges and universities. The courses to be taken include principles of education, school administration, psychology, methods of teaching, domestic science and domestic art, advanced English, music, drawing, physical education, nature study and special class training.

"The financial assistance given by the board enables many teachers who would otherwise be unable to do so, to take additional work. The board feels that it is well repaid and it is pleased to see the teachers take advantage of the opportunity to improve themselves.

"The Board of Education (Rochester, N. Y.) also has granted a full year's leave of absence on half salary to ten teachers for study and travel in Europe. They make a total of ninety-six who will have availed themselves of this provision of the board. Ten teachers will return from Europe this summer after a year of study abroad to take up their work again in September."

The article concludes with this significant paragraph: "The school commissioners hold that the value of this plan of study for teachers cannot be measured in dollars and cents, but in influence exerted over the lives of the boys and girls in the public schools."

Would that all school commissioners might hold that view. We must do what we can to spread it. It deserves publicity, and lodgment in the public mind. Perhaps knowledge of it might, once upon a time, have caused a committee of a Board of Education to decide favorably, instead of otherwise, in a case where the superintendent was endeavoring to save a principal just returned from an expensive trip abroad, from loss of salary on account of a few days of lateness in reaching her post—a policy whose short-sightedness could have been well displayed in contrast with that of Rochester.

Details of the regulations in the cities named are given in U. S. Bureau of Education Bulletin No. 3, 1911, by Dr. W. C. Ruediger, entitled, "The Agencies for the Improvement of Teachers in Service." To a revised copy of this bulletin loaned me in manuscript form by Dr. Ruediger, I am indebted for many of the statistics here given. Suffice it to say here that the sabbatical year gives new upward direction to the curve of efficiency described above, as nothing else does.

Promotional examinations are in many of our cities serving as an incentive to effort. This term, "promotional examinations" has come to mean an examination or its equivalent upon which the salary increases are dependent. It is the purpose of the examination to stimulate study along professional lines, the salary being granted for increased school efficiency resulting from the work.

Promotional examinations in one form or another are now provided in Boston, Chicago, Cin-

Note—The present suggestive paper constituted a subdivision of the general topic, "The Functions of Superintendents and Supervising Principals in Developing and Increasing Teaching Power" and was read, in part, before a general session of the Wisconsin Teachers' Association, November 7, 1914.—Editor.



cincinnati, Kansas City, Mo., Lincoln, Nebr., New York City, Paterson, N. J., Saginaw, Mich., Springfield, O., and Washington, D. C.

The plans vary in different cities. Besides written tests on assigned work, the examinations include the study of pedagogical problems, presentation of abstracts and papers, work pursued in special classes, or study clubs, and especially work done in summer schools and colleges.

It will be readily seen that this method of securing professional growth is not without objections. Ability to pass an examination is not a proof of ability to teach and improvement in pedagogical theory does not always mean an improvement in sympathy towards children, or increased consciousness of the sacredness of the teacher's duty to childhood.

I happen to know some teachers in a large city where promotional examinations are in vogue, who are steadily rising to higher and higher salary levels, but who are, and always will be, formal, spiritless drill masters, nothing more. It would seem, therefore, that these cities are acting more wisely that take into account, besides the promotional examination, actual-improvement in schoolroom practices, and improvement in the results obtained.

Of the plans for promotional examinations, of the different cities named, I will give that of Cincinnati more in detail since it possesses some characteristics that seem exceptionally good. I quote this from Dr. Ruediger's report:

"The plan of promoting teachers in Cincinnati does not involve promotional examinations in the narrow sense, but it involves, as an equivalent, college credit for professional work done. Practically all the elementary school teachers appointed in Cincinnati are now trained in the College for Teachers of the University of Cincinnati. Upon completion of their course, they are granted certificates by examination only in theory and practice, and they are then eligible for appointment in their order of merit at an initial salary of \$600, which is increased \$50 a year to \$1,000.

The increase up to \$950 is automatic; but the final promotion to \$1,000 must be earned by a record of successful teaching and by taking professional work in education and kindred subjects, after the appointment as teachers, to the amount of eight one-hour courses, but not more than two of which may be taken in any one year. The retention of the \$1,000 salary is furthermore contingent upon their taking a course of professional work every other year. Teachers getting this salary are also eligible for promotion to high-school positions at salaries ranging from \$1,000 to \$1,800."

If you will think over this plan, you will see that the controlling idea is leading thru incentive rather than driving, which characterizes the plans of some cities. You observe that teachers are not allowed to let their desire for a salary-increase cause them to overwork.

The Cincinnati plan meets my approval also in its provision for recruiting its ranks of high-school teachers from the best of its elementary teachers. I like this, because it insures to high-school boys and girls, teachers who have learned how to teach children rather than subjects, who realize that it is not the ignorance of children that they must start with, but their knowledge, whatever that may be; and who believe that the high-school course is merely an agency for the development of youth, and not an idol before which individuality must be sacrificed,—important qualifications not always found in high-school teachers, who enter upon their work directly from college.

Closely allied to promotional examinations is reading circle work. This is doing much in some states to aid superintendents in bringing about an improvement among their teachers. Indiana claims most valuable results to its edu-



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cational interests from the systematic building up, thru a number of years, of a more and more efficient teaching force, by the operation of its reading circle work.

We hope that Wisconsin will soon have a similar agency in operation. But it is not necessary to wait for this in order that systematic reading may be undertaken by teachers. I know of one city force of 130 teachers who are now reading one of the strong, recently published books on pedagogy. All are engaged upon it from high school to kindergarten, also the supervisors and special teachers. Regular assignments are made by the superintendent. Meetings for discussion are held in each building under the leadership of the principals, and then once a month at the regular teachers' meeting all come together for further consideration of one or more of the important problems involved.

It was the purpose of the superintendent in starting this plan to give each principal an opportunity to demonstrate his or her ability as an inspiring leader of his teaching force, to increase by this effort his ability to direct and help his teachers, and to share more actively and more efficiently with the superintendent the supervisory work. Another purpose is the beneficial effect upon the teachers themselves of systematic study of a strong helpful book. Still another important hoped-for result is to bring all the teachers of the system together in the realization of oneness of aim. Whether the teacher be in the kindergarten, the grades or the high school, he should be interested not only in conducting his own classes efficiently, but also in other phases of the school system, and in the cause of education as a whole. Only to the extent that teachers have this interest can they conduct and articulate the work of their own classes with full intelligence.

This is simply applying to school affairs the plan that has worked such great improvement in commercial enterprises that have tried it, namely, the co-operative plan.

Whatever the means employed for the development and increase of teaching power, the scheme should include the supervising principals in its beneficent operation; for of all classes and ranks there is none where arrested development is more apt "to arrive" than in the ranks of supervising principals—unless it be in the ranks of certain job-holding superintendents.

In justice to my co-workers in Kenosha, I want to say right here that they are not referred to. They are of a different sort. My conclusions are based upon wide experience, and upon the observation of many years.

While I thoroly believe, that in this work of improvement it is generally better to lead than

to drive; that actuating motives should be positive rather than negative; still a departure from this ideal is justifiable, if it is necessary to accomplish the desired end.

In this connection, the Cincinnati plan is again suggestive. You may remember that there an elementary teacher may attain to a certain maximum salary, but to hold that salary level, there must be at least biennial renewal. Would it not be a widely beneficial thing in some school systems if this should be applied to supervising principals? Just think for a moment what the effect would be if some of these who have done nothing for years but to hold down their positions, should be obliged to demonstrate that they deserve to continue at the present salary level, by going biennially, or at least occasionally, somewhere for a good up-to-date vigorous course in school administration or school supervision, and by coming back renewed and with some power to stimulate their teachers. You know that the effect would be felt by the whole community.

Besides, that, another effect would result to the general benefit. In case of a progressive superintendent, he would find from these more open-minded, renewed fellow-workers, more active co-operation in place of passive acquiescence; an intelligent appreciation of aims, in place of the damaging judgment upon everything new, expressed by the word "fad"—that easily lodged criticism of the educational standpoint.

Space prevents me to mention, but in the briefest way, other means for the stimulation of teachers in service. Since the measure of teaching efficiency in every case should be the growth of the child, the modern method of using the standard tests as a scientific means of determining the progress of children is proving an enlivening experience to many school systems.

Another thing deserves much fuller emphasis than I can now give it. It is the careful observation of a teacher's work, in the classroom, and the sympathetic, thoro, critical review with the teacher of the teaching process observed. I have seldom known this to fail in securing the desired reaction. Its importance cannot be overestimated, and to impress its importance upon superintendents of small systems and supervising principals of large systems, it should be understood that the real gauge of their efficiency is their ability to free themselves from office duties, to give this personal, constructive, motivating touch to their schools.

In conclusion, I will say, in recapitulation, that whatever the preparation of teachers, whatever the educational foundation, it is encouragement, happiness and health that prolong the curve of efficiency; it is renewal at some source of professional inspiration that alone will prevent decline. It is *motive*, touched to life and propelling from within,—the sense of compelling need for readjustment to new situations and new demands; it is *incentive* attracting from without,—the guarantee of increased reward for increased efficiency—these effect the desired change, the development and improvement of teaching power.

The first duty of superintendents and supervising principals in relation to this important end is to possess themselves of the power to do what is needed.

A bill has been introduced in the Washington state legislature to increase the salaries of county superintendents. The counties are to be classified according to population, and all superintendents are to be given a living wage.

The amounts are to be as follows: Counties of first to third class, inclusive, \$2,400; fourth to seventh, \$2,200; eighth to twelfth, \$2,000; thirteenth to fifteenth, \$1,800; sixteenth to twenty-sixth, \$1,500; twenty-seventh and twenty-eighth, \$1,200. The total increases in annual salaries will be \$26,750.



# Illegal Expenditures of School Money

Harry R. Trusler, A. M., LL. B.

(Second Article)

So long as pedagogical research discovers new activities for the school, expenditures of school money within the twilight zone of legal propriety no doubt always will be advocated, and the courts will be called upon to decide many questions as yet unnoticed by them. So far, however, the courts have shown no inclination to sanction, as an implied power of school boards, the expenditure of school money in the interest of educational experimentation. In consequence such expenditures must be expressly authorized by the legislature.

That school money has been spent for certain purposes for some time without question is a matter of little consequence once the illegality of an expenditure is brought to an issue. Courts do not notice illegal practices of their own motion; some one must bring them in proper form to the proper judicial forum. Consequently, in each case hereafter considered the method has been indicated, whereby the issue of illegality was presented. In many cases, however, there is more than one way of raising the question; and a taxpayer of a district may always sue to restrain the illegal expenditure of school money by the board, altho the school has actually received and used the apparatus or supplies under an illegal contract.

## University Scholarships for Needy Students.

May the legislature appropriate public money for the maintenance of free scholarships in a state university for the support of meritorious students, who are dependent upon their own exertions for their education and financially unable to obtain it otherwise? This question was raised by the executors of an estate, who secured a writ of *certiorari* to review a judgment of a probate court upholding the statute and assessing their estate in accordance therewith in favor of "the state university scholarship fund." In 1898 the Supreme Court of Missouri declared such a statute null and void (40 L. R. A. 280).

"Lying at the threshold of this discussion," said the court, "is the objection which goes to the very substance of this enactment. It is insisted that the tax provided in the act is not levied for a public purpose, within the meaning of Sec. 3 of Art. 10 of the Constitution of Missouri, which ordains that 'taxes may be levied and collected for public purposes only.'"

In behalf of the legality of the statute providing free scholarships it was said: "If the legislature can furnish free schools and free teachers, why can it not go farther and furnish a free support to the children who attend these schools, if that is deemed necessary to make the system a success? Admitting that such a support of the students is paternalism, it is not a hurtful or dangerous kind; it is only paternalism of the state, not of the federal government."

In reply the court said: "It is one thing to provide for the establishment and maintenance of a state university and a system of free schools—the state, thru its own officers, and agencies constructing and owning the buildings and apparatus, and employing the teachers as public functionaries, responsible under her own laws for the discharge of their duties—and a wholly different thing to support private individuals who attend the university and public schools by public taxation.

"The act under consideration endows the scholar not the university. It provides in unmistakable terms that a fund shall be raised by taxation and paid over to students attending the university, for their support while so engaged. It is a pure and simple gift of public money by the state to provide individuals, for their private use, in plain violation of Sec. 46 of Art. 4 of the constitution, which prohibits the legislature from granting public money to any individual.

"Neither the constitution nor a sound public policy demands that the state should indirectly stifle all motive for individual effort and laudable mention. Free common schools adorn every school district in the state. Splendid normal schools are distributed to its different sections, and the doors of the university are practically opened to every thrifty, energetic young man and woman in the state. The state has not been niggardly with its children. Every proper stimulus is set before them. But here she stops and says to the citizen, 'The right to lay further burdens for your private benefit is exhausted. Under equal and just laws by your own self-reliance and energy, you must win the rewards of labor and the honors of the state.'"

## Support of Normal Schools and Universities.

May the legislature appropriate any portion of the common school fund for the support of normal schools or universities? This question, so far as it relates to normal schools, was raised in New York by an action of trespass brought by taxpayers against a tax collector who levied upon their property to collect taxes for the support of a normal school. The particular tax sought to be enforced admittedly did not constitute common school funds and was unobjectionable in itself, but the property owners contended that no tax could be levied in support of the normal, since no normal had been legally established, because the statute purporting to create it had appropriated common school money with other money for its support and was void in toto. Holding in 1872 that the application of the common school fund to the support of the normal was "clearly in violation of the constitution," the court nevertheless upheld the residue of the statute on the theory that the legislature would have created the normal anyway and would doubtless substitute other money for its support (47 N. Y. 608).

Distinguishing normal schools from the common schools of the state the court said: "These normal schools differ materially from the common schools to which the constitution refers. They are not intended for the education of the children of the inhabitants of the district where they are to be located, but for the training of teachers for all the common schools." That normal schools cannot be considered common schools is the general holding of the courts (35 Cyc. 812).

The question whether or not common school funds can be used in support of a university was raised in Alabama by a bill by taxpayers to enjoin the further payment of such moneys out of the state treasury under statutory authority in aid of the Alabama Colored University. The court in 1887 held such appropriations unconstitutional (83 Ala. 614).

This conclusion that the university was not a part of the public school system of the state was based chiefly upon the fact that the school was not subject to the supervision of the superintendent of education in whom the constitution vested the supervision of the public schools. This holding, however, might have been put upon the broader ground that a common school is a school that begins with the elementary branches of an education, whatever else it may

embrace, as distinguished from academies or universities devoted exclusively to teaching advanced pupils in the classics and all the higher branches of study usually included in the curriculum of a college (37 Am. Rep. 123).

The effect of this holding upon the Alabama Colored University appears from the following language of the court: "Having reached the conclusion that the university is not a public school in the meaning of the constitution, and as appropriations for its establishment are expressly set apart from the school fund for the colored race, we are forced to hold that the seventh and tenth sections of the act are unconstitutional; and as what remains is incapable of full execution according to the legislative intent, the entire act falls." While this finding of legislative intent justifies the court in declaring the establishment of the university itself a nullity and doubtless was proper in this case, courts generally in the absence of race legislation uphold the establishment of a school in such cases on the theory that "the particular provision which it has attempted to make being objectionable, it must be assumed that the legislature will regard it as their duty to provide a substitute" (47 N. Y. 608; 79 Va. 233).

## Common School Funds for Model Training Schools.

Can the legislature apportion to the support of a normal training school, whose pupils are obtained by requisition from the district in which the normal is located, such proportion of the funds to which such district shall be entitled as the number of pupils in attendance upon the model school bears to the whole number of pupils of the district, when the state constitution provides that school moneys shall be applied exclusively to the support of common schools? This question was raised by an action brought by the school district affected to restrain the state superintendent from apportioning any of its funds to the model school, as required by the statute. The Supreme Court of Washington in 1909 decided in favor of the district holding the statute unconstitutional (99 Pac. 28).

In behalf of the statute it was said: "We have a model training school, which is a portion of a state normal which has as principal a person chosen for that position because of his experience as an educator, who gives personal supervision to the instruction of a certain number of pupils who would otherwise be attending other graded schools of the district. This principal has under his charge a corps of teachers who are making a study, a science, of the art of teaching. Experience will show the benefits to the pupils attending this department. The pupils are chosen in some way by the directors of the district. They are residents of the same district. They pursue the same studies; in all probability receive better and more careful instruction than do the others who attend the other common schools within the district. Why is that not a common school within the meaning of the men who framed the constitution? There are no essentials lacking."

To this argument the court replied: "The principal of the normal school, however accomplished, is not an officer recognized by the law creating the common school system, and is in no way answerable to those who are engaged with the duty of executing it. The teachers under his charge may be devoted in their pursuit of the art of teaching, but they are not teachers within the meaning of the law, which has undertaken to insure that public school children shall be taught only by those who have met (not seeking to attain) a certain standard of proficiency. A common school, within

Note.—This is one of a series of "articles which will be published in book form with the title, 'Law in Its Relation to Schools and Teachers.' The abbreviations of states within parentheses in this article refer to state reports. Other abbreviations used are: Am. Dec.—American Decisions; Am. Rep.—American Reports; Am. St. Rep.—American State Reports; Atl.—Atlantic Reporter; Cyc.—Cyclopedia of Law; L. R. A.—Lawyers' Reports Annotated; L. R. A. N. S.—Lawyers' Reports Annotated New Series; N. E.—Northeastern Reporter; N. W.—Northwestern Reporter; Pac.—Pacific Reporter; So. Southern Reporter; S. E.—Southeastern Reporter; S. W.—Southwestern Reporter.



the meaning of our constitution, is one that is common to all children of proper age and capacity, free, and under the control of the qualified voters of the district. The complete control of the school is a most important feature for it carries with it the right of the voters, thru their chosen agents, to select qualified teachers, with power to discharge them if they are incompetent.

"Admitting, for the sake of argument, that the act would result in benefit to the schools as a complete system, the benefit would be only incidental. The main purpose is to benefit the normal pupil, and would result in a diversion of the fund from the exclusive use proposed in the constitution. That the common school and the normal school are made distinct is further made certain by reference to the enabling act creating this state. To take from the one and give to the other by indirect methods that which was designed for a special purpose would defeat the whole scheme of the law, and open a way for the ultimate transposition of funds held under a most sacred trust. Courts have been zealous in protecting the money set aside for the maintenance of free schools. They have endeavored to say in unmistakable terms that the common school fund is just what it purports to be—a fund to be used for the sole purpose of supporting the graded schools of the common-wealth under the sanction of fixed and uniform laws. It follows that all experiments in education must be indulged, if at all, at the expense of the general fund."

#### Payment of Salaries Illegally Appropriated.

If services are rendered by a teacher under a statute creating an office and unconstitutionally appropriating a portion of the general school fund in payment of the salary thereof, must the teacher sustain the loss? This question was raised by an application for a writ of mandamus to compel the state treasurer to pay a warrant for the teacher's salary. The Supreme Court of Nevada in 1897 held that the warrant should be paid out of the general fund in the state treasury (49 Pac. 118).

In passing an appropriation for the salaries of the teachers at the State Orphan's Home, the Nevada legislature made them "payable out of the general school fund." The court held that the educational department of the State Orphans' Home was foreign to the educational system of the state as provided for in the constitution. This conclusion was reached because its prescribed course of study was different from that of the public schools, its administration was different, its inmates were not counted as part of the county of its location, and they were not entitled to attend the public schools of the state. Consequently, the court declared that the appropriation made by the legislature for the payment of the salaries of the teachers at the State Orphans' Home was unconstitutional and void.

"But it does not follow," adds the court, "that said appropriation or said warrant is otherwise null and void. We hold that the legislature has made a valid appropriation for the payment of the salary in question and that the same is payable out of the general fund in the state treasury, the same as other appropriations in which no specific fund is named. If a law be passed by the legislature constitutional in part, but unconstitutional as to some of its provisions, that which is constitutional will be sustained, unless the whole scope and object of the law is defeated by rejecting the objectionable features.

"It seems to us that it cannot be reasonably inferred that the appropriation for said salaries, and the designation of the fund out of which the same should be paid, are so dependent on each other that the legislature would not have made the appropriation without making the salary payable out of said fund. The main ob-

ject of the legislature was to provide for the payment of said salary, and for some reason they thought it advisable to have the payment made out of that fund. It is evident to our mind that the legislature would have as readily made the appropriation out of the proper fund if it had occurred to the members that it should not properly be made out of the general school fund. We therefore conclude that there is a valid appropriation made for the payment of said salary out of what is known as the 'general fund' in the state treasury, and that it is the duty of the state treasurer, the respondent, to pay said salary and said warrant."

#### County Tuition for Non-Resident Students.

Can the legislature provide for the free attendance upon public high schools of pupils residing outside the district, and fasten an arbitrary charge for tuition upon the general fund of the county whose children are thus educated? This question was raised in an action brought by a school district against a county refusing to pay tuition for certain of its children as required by the statute above-mentioned. In 1900 the Nebraska Supreme Court held such statute unconstitutional (49 L. R. A. 343).

The statute in question opened all the high schools approved by the state superintendent to any resident of the state of school age, who had finished the work below the high school and was unable profitably to carry his education further in his own district. The county was required to pay the district of another county receiving its children as aforesaid "the sum of seventy-five cents for each pupil for each week during any part of which said pupil shall have been in attendance."

"It does not appear," said the court, "that the constitutional objections urged against this act are in any wise mitigated by the provision which grants to the school district, as compensation for the tuition of such non-resident pupils, the fixed and arbitrary sum therein named. Such sum may fall below, or exceed the cost of such tuition, and is therefore not a factor tending to mitigate or offset any objections that are raised in the case. So far as it affects the question, the act may have as well provided that such tuition might be without cost to taxpayers resident outside such school districts."

"For the purposes of this case assume that the seventy-five cents per week allowed to be collected by the act from the county generally be insufficient to pay the expenses of educating the non-resident pupils in a given high school district; it is plain this difference must be made good by levying and collecting taxes on the property of the taxpayers resident in the school district, and this difference cannot be collected from taxpayers of the whole county. Then the taxpayers within the school district will pay a greater proportion of these taxes than would those residing within the county, but outside the school district; and, while the valuation of the property of those within the school district and those without it might be uniform, yet the rate of taxation for the same purpose would be higher on the property within, than upon that without, the school district, again, assumes that the seventy-five cents per week exceeds the cost of tuition of such non-resident pupils; then the excess would accrue to the high school districts, and the taxpayers thereof would profit at the expense of those outside of the limits of the high school district, and in either case the rule of uniformity of the constitution would be violated—indirectly, perhaps, but it would be violated."

#### Investments of School Money by the Legislature.

Can the legislature compel the state comptroller to loan a certain portion of the common school fund to the trustees of an incorporated astronomical observatory upon the delivery to

him of a mortgage upon the property of the observatory? This question was raised by the trustees of the observatory, who sought to mandamus the comptroller to make the loan. In 1870 the New York Court of Appeals held the comptroller's refusal in such a case justified, because the statute requiring the loan violated the constitutional provision requiring the capital of the common school fund to be preserved inviolate and the revenues thereof to be applied to the support of common schools (42 N. Y. 404).

Here the legislature sought to compel the comptroller to loan \$60,000 of the common school fund upon a mortgage security worth about \$6,000. In defense of this statute it was said the legislature "doubtless took into consideration the fact that the money was to be loaned and used for the purpose of increasing the means of education in the science of astronomy, and that such use should be taken into account in determining the extent of the security or benefit the state would receive for the loan."

Rejecting this theory the court said: "If such a consideration would be good in part, it would for the same reason be good, if standing alone, and the consequences would follow that the legislature might loan the whole school fund for such purposes upon that security only, and thus entirely divert the school fund to the purposes of science, or to any other purpose, which the legislature might suppose formed an equivalent for pecuniary security.

"The act in question is sought to be likened to acts which have been passed, authorizing the capital of this fund to be invested in stocks of this state, of the United States, and of the cities of New York or Albany, as the controller and the superintendent of common schools should deem most advantageous to the school fund or in bonds and mortgages in such sums and in such manner as they should deem most advantageous to the fund. I fail to discover any similarity between those cases and this. In those cases the controller and superintendent have the choice as to which of the securities they will prefer, and are entirely uncontrolled as to the rate at which they will receive such stocks and the amount of security which they will require on loans upon bonds and mortgages, and they are in all cases called upon to see to it, as far as they can, that the security taken is ample; and they are officially responsible for a faithful execution of their trust in each particular loan.

"But suppose those acts had required the controller and superintendent to invest the school fund in any of the above mentioned stocks, paying for them ten times their nominal amount of the market value. There would be much similarity between such acts and the one in question, and no doubt, I think, would be entertained that they were in conflict with the provision of the constitution which prescribes that the capital of the common school fund shall be preserved inviolate.

"It is idle to claim, because the legislature passes the act in such language that the transaction assumes the form of a loan, that it is any more binding, if it necessarily impairs the capital of the school fund, than it would be, if in terms it declared the intention to donate the amount. It is not enough to render a law constitutional that its language should be in such form as to comply with the requirements of the constitution, but it must comply with them in substance. Can it be true that this loan is valid, because the legislature has in form assumed to consider that the security was sufficient; and that the controller had no right to refuse to comply with its provisions?

"The true question for us to determine is, whether carrying out the behests of the act in



# THE CINCINNATI CONVENTION

An Epoch Making Meeting

(Editorial.)

There are years when the aftermath of a convention of the Department of Superintendence of the N. E. A., gives expression in a shrug of the shoulders and the comment, "A good convention, but the attendance, or the program, or the city, were off." At Cincinnati, practically every element that goes to make a great national educational convention was present so as to make what will really be known in the history of the Department as an epoch making meeting. Let us see why this was true.

In the first place, the convention experienced the novel sensation of having an ex-president of the United States as its chief guest, to discuss the questions of a national standard of education. Mr. Taft warned his audience against our American enthusiasm for public education as preventing us from looking deeper into the actual value of the work of the schools. He argued that the taxpayers should exert pressure upon the school authorities for bringing their educational work to a high standard so as to eliminate shoddy pretense and show, to minimize all exploiting and to give proof of excellence and comparative high standing that is incontestable.

The second most significant feature of the convention was the remarkable plea for peace teaching in the schools made by Dr. Nathan C. Schaeffer of Pennsylvania, and Dr. John Huston Finley of New York. The unavoidable absence of Mr. Lindley M. Garrison, Secretary of War, did not make the meeting any the less significant or important. With the newspapers blazing forth at every street corner of Cincinnati, the story of the sinking of neutral ships and the destruction of armies, the schoolmen of the United States discussed ardently and enthusiastically the need of teaching the boys and girls of the United States the beauty and the dignity of peace.

Altho educationally not so significant, the "May Festival" concert tendered to the members of the Department by the May Festival Concert Association of Cincinnati, brought together in the Music Hall on Thursday night, practically every member of the organization in Cincinnati to hear a most remarkable chorus of 700 school children, 200 adults and a symphony orchestra of eighty men in a concert that for variety, difficulty and finish can be excelled nowhere in the United States. The benefits of public school music have been nowhere so amply proven as in this concert. The children of the Cincinnati schools sang not like amateurs but like long experienced, well trained choral singers. The freshness and spontaneity of child voices was not lost in the magnificent color and tone quality which Mr. Alfred Hartzel drew from them.

## The Local Arrangements.

Cincinnati is almost ideal as a city for an educational convention. The remarkable development of its school system in so many different lines, the splendid hall and hotel facilities, the unusual railway accommodations, the hospitality of the leading citizens and the generous interest of all its people made the convention in every way a notable one. Supt. Randall J. Condon, Dr. J. M. Withrow, Asst. Supt. E. A. Roberts and their assistants provided not only for the physical needs of the convention but offered a wide variety of entertainment and diversion.

The Gibson and Sinton hotels in which the headquarters and the chief minor meeting halls were located, are almost ideal for convention purposes. They are in the heart of the city, easily accessible to the railroads and to the



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principal school buildings. The great Cincinnati Music Hall was at all times ample for the general sessions and the splendid exhibition room just alongside, proved amply the possibilities of educational exhibits at the department meetings.

Association affairs were as usual, capably handled by Secretary Durand W. Springer, who had provided against a possible record breaking attendance. Even the railroad matters were handled more smoothly than has been the case in previous years.

## The Program.

The program was far above the average standard set by the Department in the character of the speakers and in their preparedness to discuss their respective topics. President Snyder had chosen the leading men of the country who could speak from actual experience and first-hand knowledge, and he was not lacking in the ability to compel practically every man and woman to come with a paper fully thought out and fully written out, and fully ready to be presented to the convention. The attendance at the several meetings was above the average despite the fact that Cincinnati offers such unusual opportunities for school visiting and for industrial and social junkets.

President Snyder was delightful in his very brief, pointed introductions and in the general conduct of the meetings. He held the speakers strictly to their time limits and conducted all of the business of the organization with a dispatch that should stand as a lesson for all future presidents of the department.

The opening session brought a most hearty welcome from Mayor Spiegel of Cincinnati, and from Dr. John Withrow, president of the local board of education. Dr. Withrow was not backward in pointing out the fact that Cincinnati hoped to learn some very important lessons from the deliberations of the convention, particularly as affect vocational guidance and vocational education. President Wm. L. Bryan of Indiana University, was disappointing in his discussion of the educational, physiological and sociological

significance of habits as the "trap" which leads to the destruction of individuals and species.

The second session, on Wednesday morning, was opened by Professor Charles H. Judd of the University of Chicago, on "The Need of Professional Organization." Dr. Judd urged that a professional organization is very much needed to concern itself not with the personal interests of teachers and not with increases in salary and other personal advantages. Such an organization might organize and direct investigations of educational problems to be carried on by students of education.

Albert E. Winship argued dramatically against the state publication of textbooks. "The school is a teacher and textbooks," said Mr. Winship. "Everything else by way of building, equipment and apparatus, exists to perfect the school and its opportunities. You can have a school with other outfit than a teacher and textbooks but you cannot have a group of children learn even the essentials without both teacher and textbooks." Mr. Winship pointed out the fact that during the past two decades, the American schools have made enormous advances in the quality of their teaching by insisting upon the principles that the best teacher is the best paid. By a strange anomaly they have failed to observe the same principle in the selection and purchase of textbooks, crying ever for cheaper and cheaper books despite the general increase of cost for all necessities of life.

The topic of training teachers which followed, brought forth four rather conventional papers discussing the needs and methods of improving the training of teachers. Mr. Fred L. Keeler, State Superintendent of Public Instruction for Michigan, made, perhaps, the most significant point in all the four addresses when he declared that 75 per cent of the country teachers in his state have professional training received largely in the 47 county normal schools of the state. It will not be many years before Michigan will not only have raised the entire standard of the training of its country teachers, but will have given each and every individual the professional essentials necessary for successful work.

## Vocational Education.

The sessions devoted to vocational education aroused more than the usual interest because there were brought together the best authorities and the most advanced thinkers on the subject. Mr. Arthur D. Dean of New York opened the discussion with a rather elaborate outline of a scheme for industrial education which shall bring the greatest amount of instruction possible to the boys and girls who from economic necessity must leave school to go to work.

Mr. John A. Lapp of Indianapolis, aroused considerable opposition to his charge that the land grant colleges of the country are the single influence which is preventing the passage of a law now before Congress, for national aid to vocational and industrial education. Mr. Lapp insisted upon his point despite the denials of agricultural college representatives who spoke from the floor.

Miss Edith Campbell of Cincinnati, argued for the better vocational training of women. "We have made little advance in the vocational training of women. We will have to have a change of attitude toward the girl. There are five elements that form the whole crux of what must be done. First, we must decide whether she is a permanent factor in business; second, whether or not she is a civic factor; third, whether the vocational motive is a necessity in education for the building up of character and



efficiency; fourth, whether motherhood will interfere with the efficiency of women industrially, and fifth, the rights of a girl to work.

"One of the most important things you have to decide is whether or not you can deal with the girl as an individual. You have to decide whether the woman's place is in a home or in the home. You have to decide whether the home you decide is for the woman as a whole or for the woman as an individual." The session was closed by discussions of the problems of specific forms of vocational schools and of vocational guidance.

#### Peace vs. War.

Despite the fact that Mr. L. M. Garrison, Secretary of War, presented a long letter explaining the danger of American apathy with relation to war and the possibilities of our being drawn into a conflict at any time, the convention was most enthusiastic in its applause of the eloquent arraignment of war delivered by Dr. Nathan C. Schaeffer. "It is a well supported opinion," said Dr. Schaeffer, "that military drill is an essential part of physical education. If this be so, why are the girls excluded from military drill? The war brides need as much bodily health and vigor as the soldiers who marry them. Military drill would be the logical conclusion if military drill were essential to the development of a healthy body and a sound mind. Investigations have shown the contrary to be true and in this age, nothing in educational practice is settled unless it is based upon scientific investigation. The introduction of militarism in the schools cannot be justified either on physical or on ethical grounds. We should develop in the pupil's mind a three-fold concept of the state, first as organized force, second as organized justice, third as organized good-will. Over against this three-fold concept of state military drill in the schools, is organized insanity.

"There is a God in history who controls the destinies of peoples and nations. He brings nations to justice for their sins and wars. Ninevah, Babylon, Greece and Rome were military nations but their militarism did not save them from destruction. Once we held slaves and finally a war came in which every drop of blood drawn by the lash was paid for by blood drawn by the sword.

"If you ever saw how militarism in Europe has robbed the peasant of enough to eat and wear, you could not doubt that the five great powers would some day be called to judgment. Like slavery, militarism will some day come to an end. And if we would save the Land of the Stars and Stripes from plunging into another hell in the name of war, let us keep militarism out of the schools."

#### The Round Tables.

Recent developments in the changing of curricula and in the organization of the schools occupied most of the Thursday morning session. Dr. P. P. Claxton argued vigorously for the six-and-six plan, following along lines which he has developed at numerous public meetings during the past two years. Dr. David Snedden of Massachusetts, in his very keen manner, dissected what is commonly called "The Gary System" and described in great detail the benefits and the drawbacks of the Gary schools. Dr. Snedden declared that the peculiar extensions in the use of the school plant and the introduction of play, in the lengthening of school sessions and of the school year made in Gary not only for unusual efficiency and economy in the conduct of the schools, but also contributed considerably to the social welfare of the community and to the industrial efficiency of the pupils. He pointed out the danger of accepting and adopting specific features of the Gary system without an intensive study of the local situation in every community where it is to be considered.

The Round Table Sessions into which the Department resolved itself on Thursday afternoon were, perhaps, even better than the general meetings. Mr. M. P. Shawkey, State Superintendent of West Virginia, carried the honors of the county table by arguing for more adequate support of the public schools and by declaring himself for the conservation of permanent school resources.

In the Round Table for Large Cities, the problems of illiterates and industrial efficiency, particularly among adult immigrants, were very ably handled by Mr. Albert Shiels of New York City, and Supt. Ben Blewett of St. Louis. Both pointed out the necessity for better organization in this type of work, for completer recognition of the students for educational advantages and for closer adaptation of the work to the social and industrial needs of the respective communities.

The Round Table Session for Small Cities of Less than 25,000 Population was crowded to the doors. The talks were particularly practical in relation to the appointment, promotion and efficiency of teachers and the promotion of pupils. While it was apparent that there is no unanimity of method either in the appointment or the promotion of teachers, it was made clear that certain principles cannot be overlooked if successful work is to be done.

The complimentary concert tendered to the superintendents thru the generosity of the May Festival and Symphony Orchestra Associations of Cincinnati, was the gala event of the convention. It will be remembered for many years as setting the high water mark for artistic excellence. It opened with a brilliant cantata for children's voices—"A Festal Day" by Kuervels—a Flemish composition. The rendition was the first in America. The applause which followed the final chorus did not cease even after repeated bows of the children and of director Kunwald. The balance of the program in which the adult members of the May Chorus participated, was largely made up of popular classics that are familiar to almost every educated man. Altho the concert lasted until a very late hour, the audience was slow in leaving.

#### The Friday Sessions.

The investigation of the efficiency of schools and school systems, on Friday morning, brought forth what was anticipated to become the most spirited single session. Supt. J. H. Van Sickle of Springfield, Mass., opened with a historic discussion of school surveys and argued for their great value. Dr. Leonard P. Ayres declared frankly that the educational surveys undertaken thus far have been nationally as well as locally valuable.

Dr. Ayres declared that all school surveys are an offspring of the social surveys, and are a recognition of the fact that people are more important than property. They signify the demand for improvement in the schools so that every child may share in an equal distribution of educational sunshine. They are the most efficient means of finding facts and of making these facts known and applied. It is impossible to determine a standard form of school survey or to standardize any part of the work of school surveys. The surveyors must be competent and unprejudiced, and must have approached their work for the purpose of investigation and not indictment. They must secure the co-operation of all the factors involved and must do their work in a public and not confidential manner. Surveys are good where the schools are good and where the findings and recommendations are accurate, simple and significant. Surveys are yearly growing in numbers and in quality, and the methods are in the making. It is not unreasonable to say that they are of immense value when it is considered that since the first

attention to "retardation" investigations some seven years ago resulted in the doubling of the number of graduates from the elementary schools, amounting to more than three quarters of a million of children.

Dr. Ella Flagg Young of Chicago declared that there is not much value in surveys undertaken by outsiders for selfish purposes and that the only surveys of true and lasting value are those undertaken internally by the teachers and the supervising forces of the community.

Dr. William H. Maxwell of New York City, who closed this portion of the program, gave a most beautiful example of dissecting the methods of school surveyors to their immense discredit. He argued especially for general methods of school investigation in which every factor of a school system shall take part.

The report of the Committee on Economy of Time in Education held the stage during the last session on Friday. Chairman H. B. Wilson of the Committee, J. F. Hosc of Chicago, Supt. R. G. Jones of Rockford, Ill., Prof. W. A. Jessup of Iowa City, Ia., Prof. Wm. C. Bagley of Urbana, Ill., and Prof. F. E. Thompson of Boulder, Colo., presented the results of their respective investigations and experiments. It was made particularly clear that school systems which were following the work of the Committee were among the most efficient of the country. Similarly, the recommendations of the survey made during the past year which had been based upon the findings of the Committee, had been in each case the most effective.

#### The Annual Business Meeting.

The annual business meeting was almost perfunctory in character because President Henry Snyder did not permit himself to be muddled up. The Committee on Nominations consisting of Supt. W. M. Davidson of Pittsburgh, President L. D. Harvey of Menomonie, Wis., President James M. Green of Trenton, N. J., State Supt. T. H. Harris of Baton Rouge, La., and W. E. Hoover of Fargo, N. D., suggested the election of the following officers: President, M. P. Shawkey, State Superintendent of West Virginia; first vice-president, Lawton B. Evans, Superintendent of City Schools, Augusta, Ga.; second vice-president, Miss Lucy Wheelock, Director of the Wheelock Kindergarten Training School, Boston, Mass.; secretary, E. C. Wariner, Superintendent of Schools, Saginaw, Mich. The report was received and adopted with great applause.

The invitations for the annual meeting in 1916 caused considerable amusement. Four cities presented invitations: Miami, Fla., Palm Beach, Fla., Detroit, Mich., and Omaha, Neb. Supt. E. U. Graff of Omaha, spoke eloquently of the advantages of "The Gateway of the West." Supt. R. E. Hall of Miami, Fla., who came loaded with a carload of grape fruit which he and his assistants distributed free of charge, spoke of the youngest wonder city of the beautiful South. The Mayor of Palm Beach told of the great hotels of that city where the pages and waiters travel in aeroplanes and motorcycles. After Dr. Chadsey's warm invitation for Detroit, the first ballot showed that the Michigan City had a clear majority, whereupon the vote was made unanimous.

The resolutions presented by a committee consisting of Supt. Charles E. Chadsey of Michigan, State Supt. N. C. Schaeffer of Pennsylvania, Supt. Ben Blewett of St. Louis, James W. Kennedy of Newark, N. J., and Dean Charles H. Judd of Chicago declared as follows:

We, your Committee on Resolutions, beg to submit the following report:

I. Resolved, That we believe that the right to vote in the various departments of the Association should be limited to those whose work is

(Continued on Page 48)





STIVERS MANUAL TRAINING HIGH SCHOOL, DAYTON, O.  
E. J. Mounstephen, Architect, Dayton, O.

## The Stivers Manual Training High School

The ingenuity and resourcefulness of American architects has been expressed in no type of buildings, in a more striking manner, than in the large cosmopolitan high schools. While the architect of a group of college buildings usually has broad latitude in the site and an ample allowance of funds for architectural embellishment, the architect of the city high school is hampered in a number of directions. Usually, the plot upon which he is to build is restricted and rarely large enough for giving a semi-monumental building its proper setting. He must condense and combine departments to a minimum of space, and he rarely has sufficient funds to allow for more than the barest decorative treatment, to relieve absolute plainness.

A high school in which the architect has met some of the usual problems of secondary school planning, with unusual invention and with a thorough knowledge of school uses and tendencies, is the new Stivers Manual Training High School at Dayton, O. The architect, Mr. E. J. Mounstephen, has had broad experience and has brought all of it to bear in this structure.

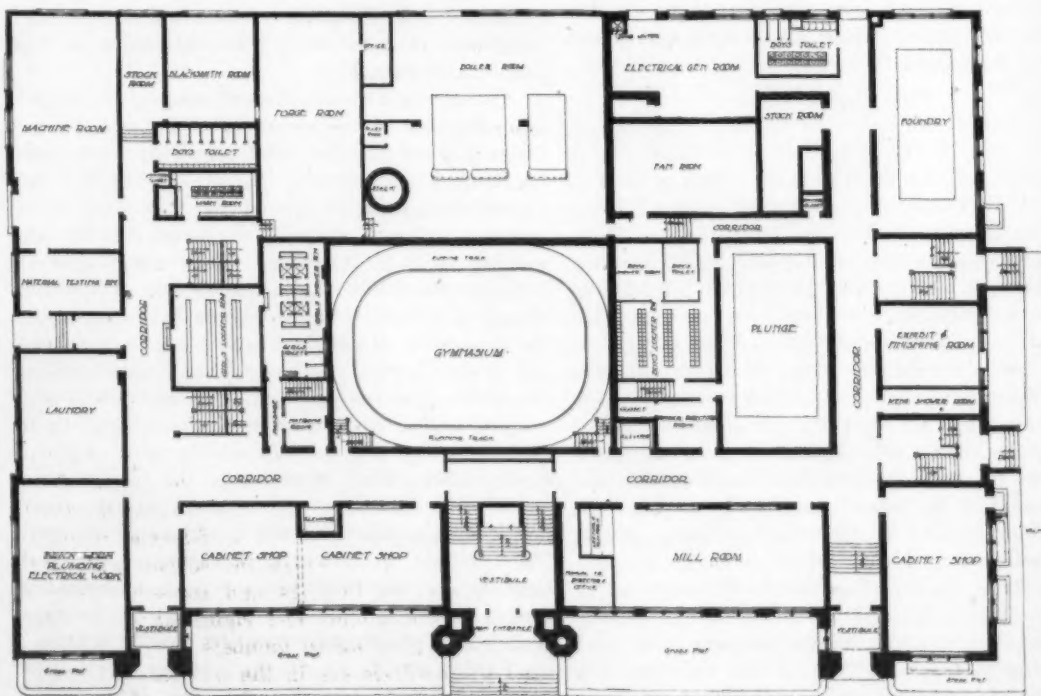
The Stivers High School is officially known as a manual training high school, altho its courses would entitle it to the designation of cosmopolitan, since it is in the best sense, a general high school. Its student body is, however, largely made up of young men and women who are taking technical courses, preparatory to entering industry or a higher technical school.

The building measures 150 by 238 feet and is four stories high. The exterior is in the style of the early English Renaissance, in dark pressed brick, relieved with Bedford stone and terra cotta.

The ground floor is devoted exclusively to the manual training and physical education departments. The architect has carefully grouped the metalworking and the woodworking departments in close connection, arranging them on the three sides of the building. The gymnasium, with its locker and bath rooms, and the plunge bath, occupy the center of the structure. In the rear, under the court, have been placed the boiler and machinery rooms, and the forge

shop. These three departments are accordingly, outside the main walls of the main building so that the noise, smoke and dust, which they may cause, will not penetrate to the upper floors.

The gymnasium is sunk below the level of the ground floor, and is lighted by two large skylights. It measures 49 by 67 feet and has a running track of 28 laps to the mile. The plunge bath is 20 by 40 feet in size, and will be used on alternate days, for boys and girls.

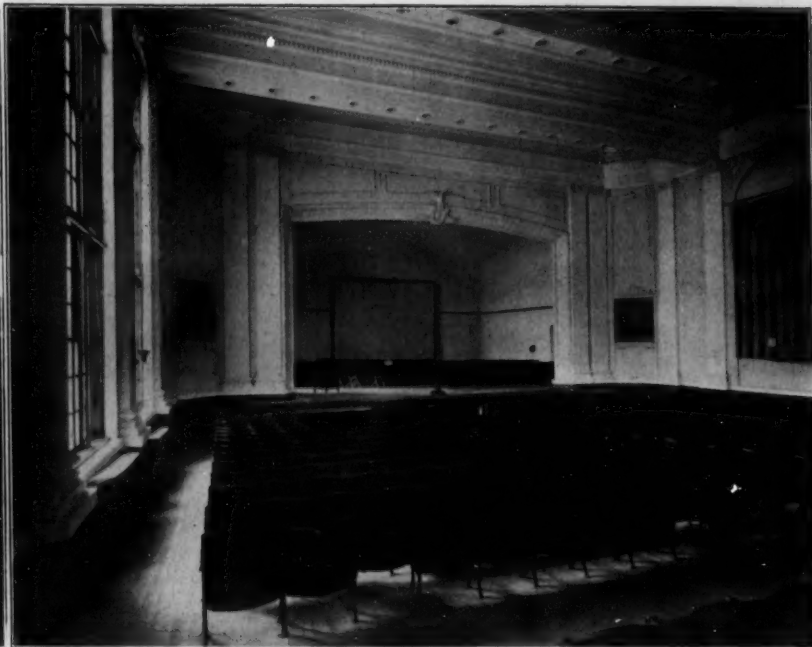


GROUND FLOOR PLAN.





COMMERCIAL DEPARTMENT, STIVERS MANUAL TRAINING HIGH SCHOOL, DAYTON, O.



AUDITORIUM, STIVERS MANUAL TRAINING HIGH SCHOOL.

The first floor has, in two main groups, the business and the household arts departments of the school. The business department has six classrooms for stenography, typewriting, book-keeping, geography, English and arithmetic respectively. The household department includes sewing and fitting rooms, millinery and cooking rooms, and a practice housekeeping suite. The principal's office and the general administrative offices of the school, a large study hall and the main auditorium of the school are also on the first floor.

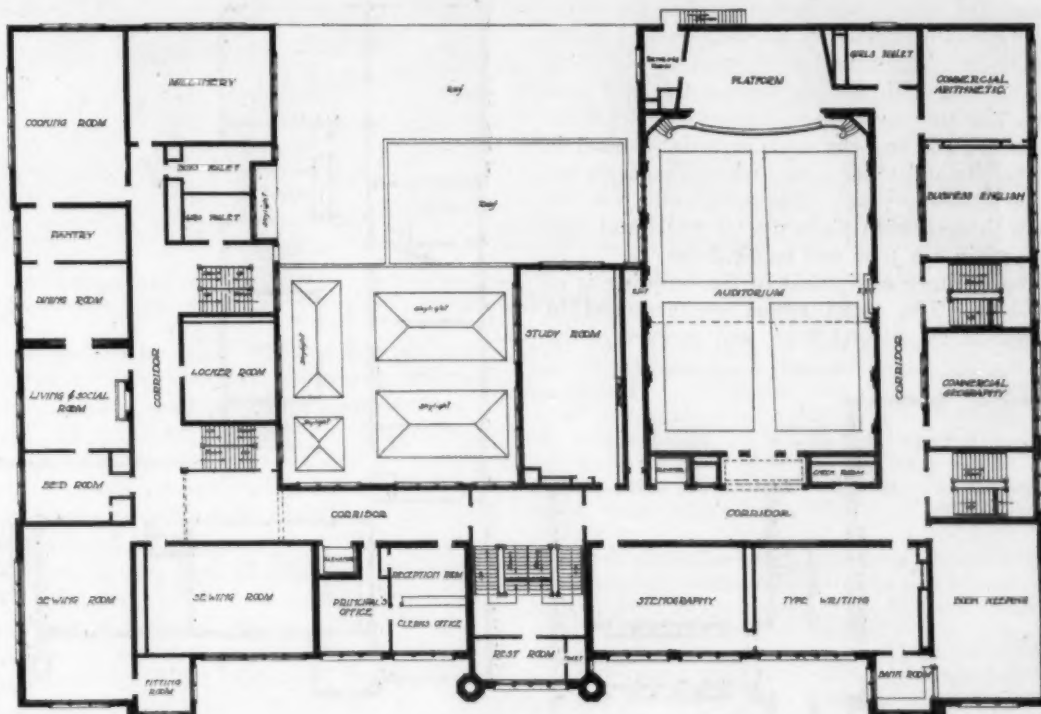
The auditorium is beautifully finished like a small theater and has, with its sloping balcony, a total seating capacity of 1,000. The front half of the room is level and the rear half is sloped. The stage is fitted with an asbestos curtain and may be equipped with scenery for theatricals. The main entrance to the room is equipped with a large wardrobe check room and a ticket office.

The second floor affords space for six classrooms, two chemistry laboratories, a physics laboratory, and a physical geography laboratory. In addition to these, there are four small laboratories for instructors, each equipped with dark rooms and storage space. There are, also, two recitation rooms, a small lecture room and a number of apparatus storage rooms. The balcony of the auditorium is entered from the level of the second floor, and a large study room adjoins it.

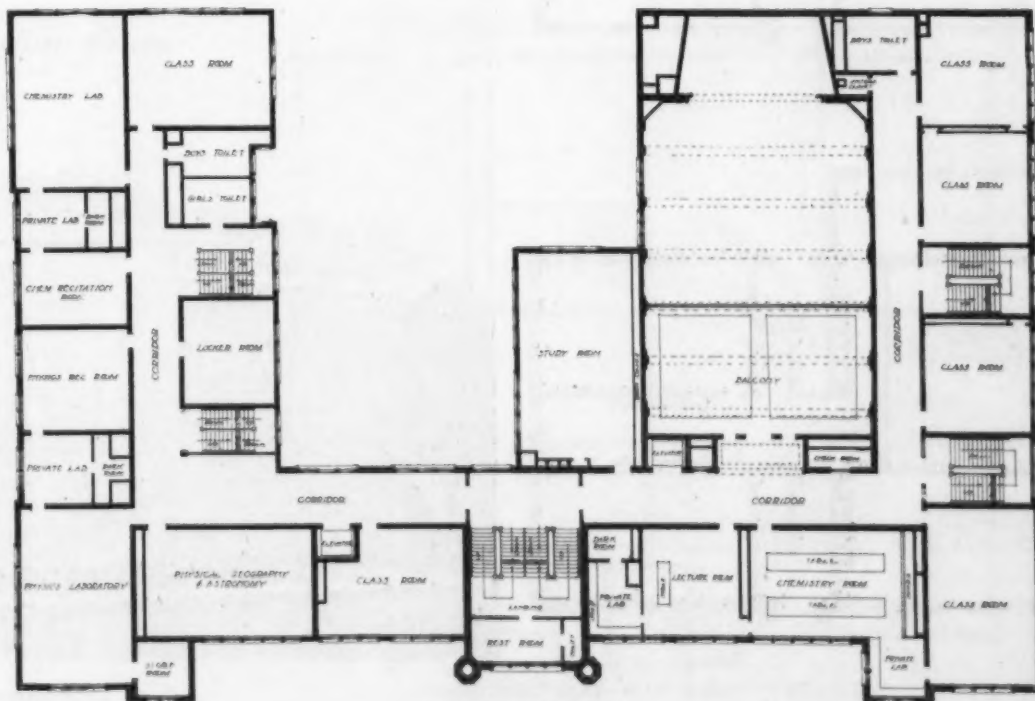
On the third floor, there are ten classrooms, two rooms for architectural drawing, two rooms for mechanical drawing, a room for freehand drawing, and a laboratory for applied science. A sleeping apartment for the janitor and living rooms for him are located in the main tower of the building.

The most interesting room on the third floor is the large dining hall. The Stivers High School affords the entire manual training high school facilities for the city of Dayton, and many of its students must come long distances to attend the classes. The short lunch period which is permitted under the time schedule of the school, will not allow a considerable number of students to go to their homes. The room measures 52 by 62 feet, and is equipped like a fine, modern cafeteria. The kitchen is fitted like a hotel kitchen and has, adjoining it, a large pantry, etc.

The building is built and finished in the most substantial manner. The construction is concrete and steel thruout, with curtain walls and partitions of brick. The building is in all



FIRST FLOOR PLAN.



SECOND FLOOR PLAN.





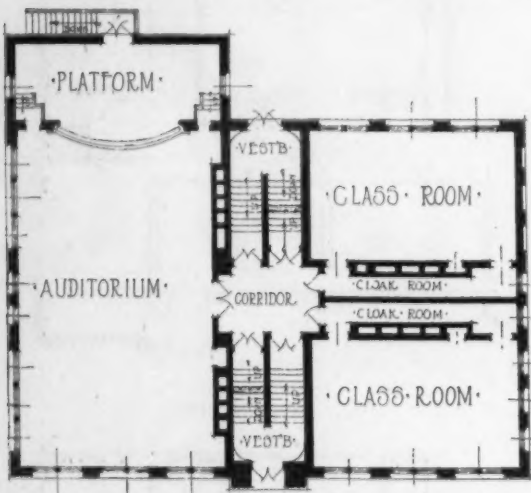
GYMNASIUM, STIVERS MANUAL TRAINING HIGH SCHOOL.



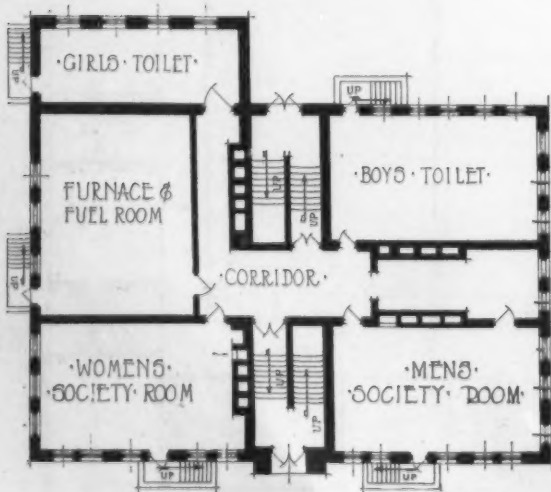
DINING ROOM, STIVERS MANUAL TRAINING HIGH SCHOOL.

respects a first-class structure under the severe regulations laid down by the Ohio School Building Code. The corridors thruout the building are finished with marble wainscoting and plaster. The stairways are of concrete; the corridor floors are tile and the same material is used in the toilets and other rooms where the floors are liable to become wet. The classrooms are finished thruout with plain plaster walls and ceilings, plain oak trim and maple floors.

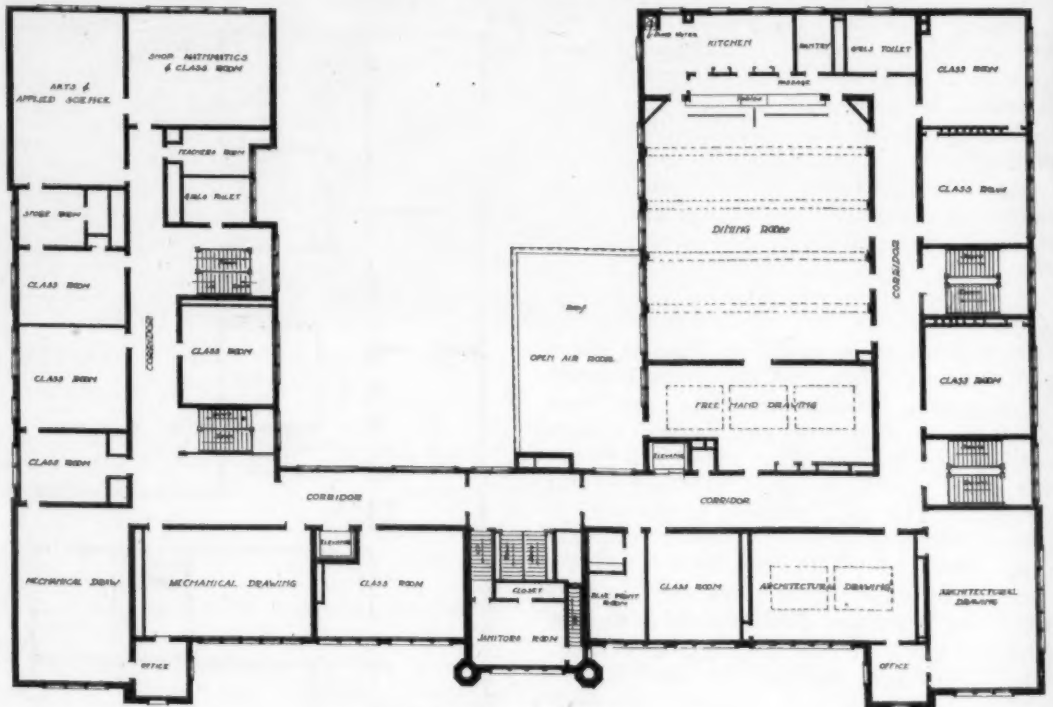
The sanitary equipment of the building is of the best. The toilet rooms are arranged in stacks, on the ground floor and on each of the



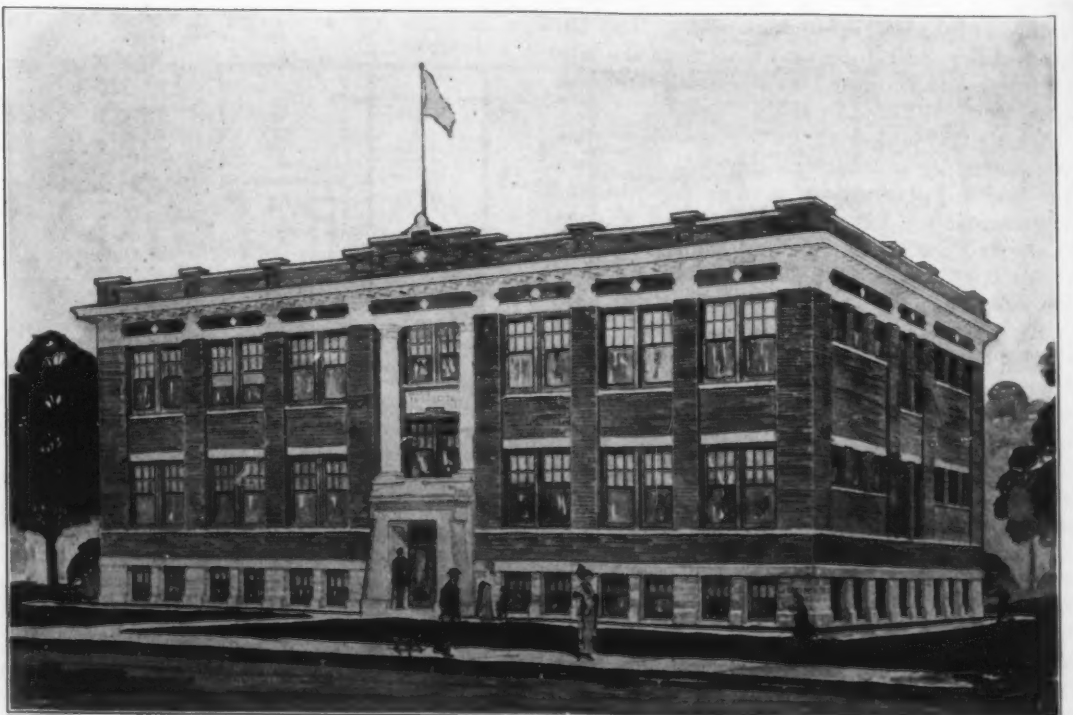
FIRST FLOOR PLAN  
Scale 1/8"=1'-0"



BASEMENT PLAN  
Scale 1/8"=1'-0"

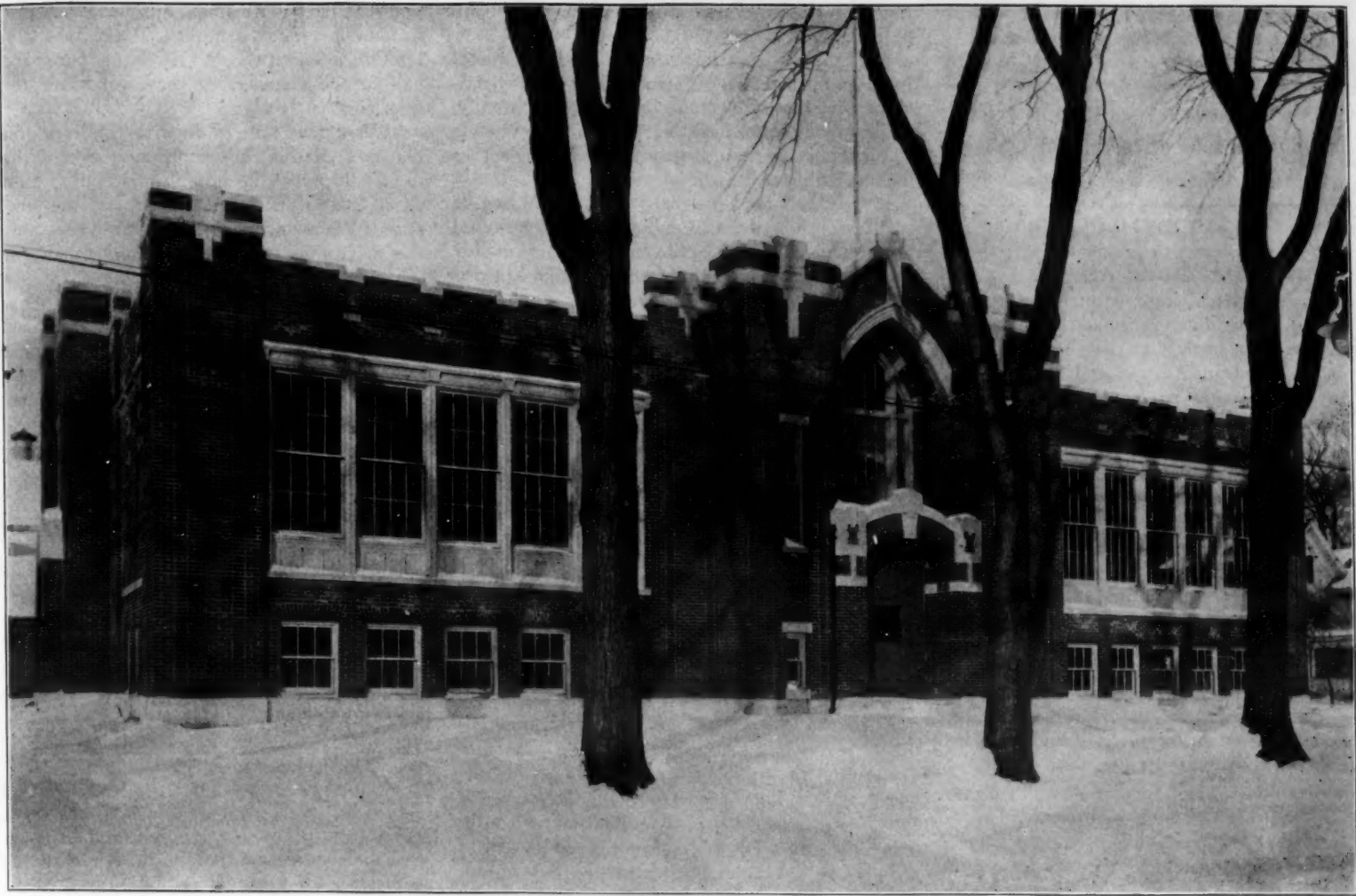


THIRD FLOOR PLAN.



ST. BRIDGID'S SCHOOL, XENIA, O.  
E. J. Mounstephen, Architect, Dayton.





CHAMBERLAIN SCHOOL, AUBURN, MAINE.  
Mr. Harry S. Coombs, Architect, Lewiston, Me. Mr. H. H. Randall, Superintendent of Schools.

upper floors. The plumbing is of the most modern school type, and has been chosen with especial regard for hard service. A Tuec vacuum cleaner is in use.

The heating and ventilating system consists of a Warren-Webster steam plant, with automatic temperature control in all classrooms. The air for ventilation is drawn from the roof of the building, passed thru tempering coils and a special air washer before being drawn into the fans, and distributed to the several parts of the building. The heating and ventilating system cost a total of \$33,584.

In carrying out the provisions of the Ohio School Code, the architect has given unusual attention and study to the problem of corridors,

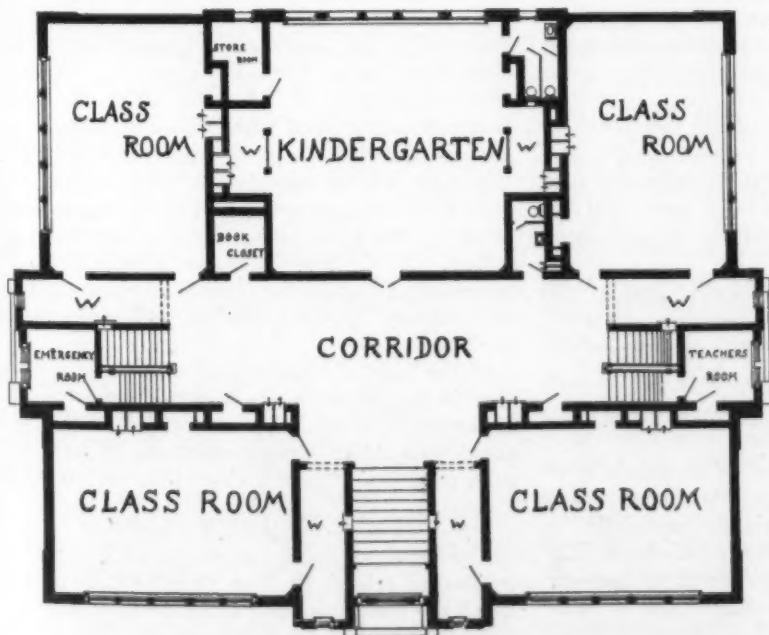
stairs and exits. The building has six main entrances, four ordinary staircases and one double central staircase. The staircases are so placed as to afford the most rapid circulation between class and study rooms, and the smallest possible travel distance between the auditorium, study halls, and the exits. Automatic fire doors are provided at various points, and the stairways are entirely shut off from the corridors by steel and wire-glass partitions. Two of the stairways immediately adjoin the auditorium so that the latter room can be used at any time, independently of the balance of the building. The school cost a total of \$500,000.

Philadelphia, Pa. The total cost of education for each pupil in the schools, during the past

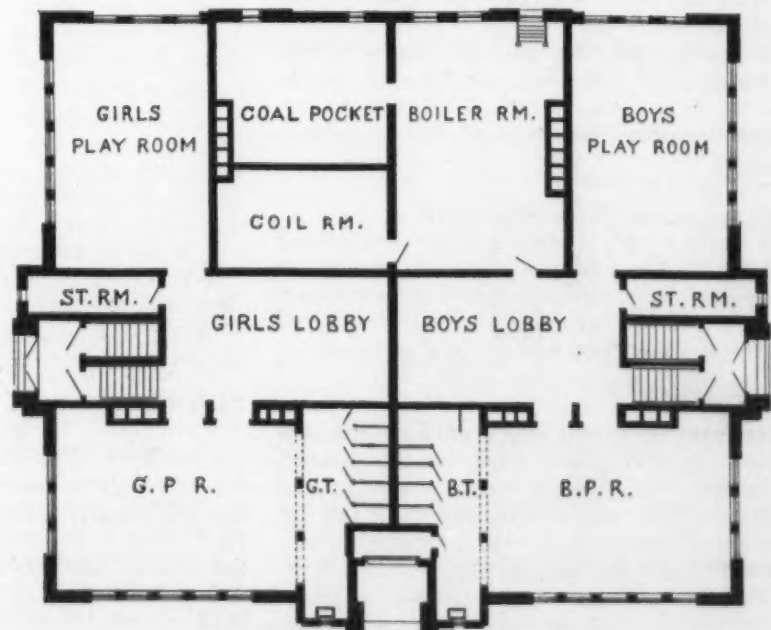
year was \$55.64 and the expense of conducting the school business, exclusive of the provisions for future improvement, was \$45.67 per pupil, according to a recent report of the secretary of the school board. The cost, per capita of population, was \$7.27. The receipts of the district for the year were \$12,259,696 and the expenditures were \$11,269,776. The latter are divided as follows:

Salaries of supervising principals and teachers in elementary schools, \$4,404,992; permanent improvements, buildings and sites, \$2,020,361; salaries of principals and teachers in higher schools, \$1,103,064; salaries for engineers, janitors and administration, \$987,846; operating and other expenses, \$1,513,965. The salaries of supervising principals and teachers in the elementary schools average only \$23.35 per pupil, as against \$79.62 per pupil in the higher schools.

0 10 20 30  
FEET.



FIRST FLOOR PLAN, CHAMBERLAIN SCHOOL.



BASEMENT PLAN, CHAMBERLAIN SCHOOL.



# THE AMERICAN School Board Journal

DEVOTED TO

Legislative and Executive School Officials

WILLIAM C. BRUCE, Editor

## EDITORIAL

### ONE-MAN RULE AGAIN.

The One-Man Rule proposition has arisen in a new form, more dangerous for the efficiency of the American schools than ever before. Briefly, it is proposed in Kansas and other states, that, in "commission government" cities, the school board be abolished. One man, to be styled commissioner of education, is to take its place. This commissioner is to be a member of the municipal commission, with full charge and authority over the schools. The schools are to be a regular department of the municipality.

The proposal, as we see it, is dangerous from several standpoints, and cannot fail to reduce the efficiency of the schools. Primarily it will break down the measure of independence which the schools have enjoyed and will make them a city department, subject to all the trading and hauling which occurs in the allotment of appropriations, in attention to buildings, repairs and purchases of supplies.

An inevitable result of the "one-man" scheme will be the entrance of politics into school matters. It is morally impossible that any school commissioner, holding an elective office, will not be affected in his judgment by his own political interests and by those of his associates and friends. The result must be a lowering of the merit standard in the appointment of teachers, principals and janitors and a general lowering of the tone of the schools.

The present school-board system is the result of a well-defined desire for democratic administration of the schools, supplementing and assisting the professional conduct of classes, and the expert supervision of the same. It is the function of school boards to devise general policies for the schools and to keep watch over the vast and important business which must be performed by paid experts—superintendents and secretaries—whose single judgment and initiative must pass the scrutiny of the board—the best citizens, businessmen, professional men, manufacturers, etc. It is extremely doubtful whether a "one-man" plan can be so satisfactory. Surely, we may question whether the judgment of one man is better than that of five, or seven, or nine men and women of large experience and broad affairs.

We cannot give any plausible reason for the acceptance of "one-man" rule for city schools, but we do see serious difficulties and dangers, which the small school-board system entirely obviates.

### SCHOOL REPAIRS.

A recent report of the Los Angeles Municipal League, on the method of handling repairs on the school buildings of the city, is interesting as recounting some common and widespread abuses of which school boards are guilty.

The report says in part:

"No budget of repairs is prepared, so that today, with the school year about half over, the department is at a loss to know where the money is coming from to make repairs needed for the balance of the school year, and estimated by Supervisor Daum to cost some \$250,000 additional.

"In spite of the fact that the school law specifically provides that all work, except repairs on old buildings, shall be given to the lowest bidder,

the shop executes new work without any competition.

"Principals of schools alone make requests for repairs. When a principal is over particular, repairs are being ordered continually, while other school buildings are in a deplorable condition because of the principal's neglect or lack of interest."

It may be urged generally that school boards should follow a definite policy in the repair and maintenance of schoolhouses. This policy should be based upon these well established principles of economy:

1. A definite budget should be made yearly.
2. The number and character of repairs should be determined by one practical man, preferably a builder, or by a committee of practical members of the board.
3. The work should be done, annually in the summer vacation, upon bids taken from reputable contractors.
4. Only absolutely necessary repairs should be made during the school year.
5. A well defined general policy of upkeep and replacement should be determined upon every three or five years so that the entire school plant may be kept uniformly in repair.

### A WORKING PROGRAM.

School board presidents quite generally adhere to the custom of making an annual address, reviewing the progress of the year and discussing the problems which lie before the board. Mr. Thomas W. Churchill, president of the New York board of education, recently made such an address. Instead of emphasizing the past, however, he dwelt upon the future and set forth a program of work, for his associates, for the year 1915.

This program is so complete and contains so many problems which are before all school boards, that it is worthy of general study. It is compressed in one brief paragraph:

Investigate and study the powers, policies and duties of this Board as part of a general study of the necessary changes which should be made in the charter; effect further and more sweeping economies in the department of education; check up the experiments we have made in industrial education; make further experiments and extend trade schooling; encourage further modifications of the courses of study to the end that they may be made simpler and more practical; utilize still further the experience and judgment of principals and teachers in the solution of important school problems; provide for improving the teaching and supervising staff by strengthening the merit system; secure equitable revision of the salary schedules for clerks and teachers and establish a sound pension system; reorganize and make more efficient our recreational facilities; adopt a definite program for the construction of new buildings and replacement of old, and provide for even larger use of the present plant; continue and broaden co-operation with the city officials, the department heads, in order that the maximum use may be had of the various agencies in the school system.

If every school board would ever keep before itself so comprehensive, yet simple, a program of work, it would not be many months before efficiency and economy would prevail.

### THE TEACHER OUTSIDE THE SCHOOL-ROOM.

A vexing problem that recurs as regularly as day and night is the control of teachers outside the schoolroom. The tendency especially in small towns is for school boards to intrude into the personal pastimes and pleasures of teachers and to interfere with their attendance at commonly accepted, innocent entertainments. From a legal standpoint, these interferences thru rules

and contract provisions are unreasonable and untenable and will not stand the test of commonsense scrutiny. A Michigan newspaper in calling the members of the local board to task asks very correctly:

"What have they to do with the lives of these teachers outside of schoolrooms, except that so far as they may be notably disreputable or disgrace their work? What right has the board or any of its members to attempt supervision over the private lives of the teachers of the public schools?"

"Neither the board nor any of its members have the slightest right to dictate a teacher's action outside of school hours, whether at a social function where cards or dancing are features any more than they have the right to dictate what they shall eat or drink.

"What possible business is it of a board of education or its members or anybody else what a teacher in the public school does with his or her time after their daily work is over? That time is their own."

While the school board may be going beyond the bounds of its authority in prescribing what pleasures teachers shall not enjoy it must be remembered that the teachers are public employes and instructors of the young and stand in a peculiar relationship to their pupils, parents and the public. They must be above suspicion, if their influence for good is not to be jeopardized. This very fact should cause them to be more than ordinarily careful not to give offense in any, even inherently, innocent diversion.

School boards on their part should not make themselves or their office ridiculous by going beyond their plain functions in directing the pleasures of teachers.

### A CONTRADICTION.

Developments in American education follow lines of least resistance in the estimation of many observers. An interesting illustration is the recent recognition of school credit for home work. The plan had its origin in a number of rural communities in the Far West, where the children live on farms and where they do a great variety of work that is valuable in developing observation and habits of industry. It has been introduced recently in communities which are semi-rural and where boys must still carry water, attend to horses and stock, and make home repairs and where girls must sew, bake, churn butter, etc.

The idea of giving school credit has not been accepted in any city where strictly urban conditions prevail. And, still, it is in the homes of the last mentioned cities that the greatest economic and social changes have taken place in the home. The city boy's environment today gives him absolutely no home experience that is valuable in a scheme of industrial education. The laws regulating child labor and street trades are all calculated to repress any activities that might be helpful outside the home. Boys and girls have little opportunity to help in the store or shop, and even "chores" are practically unknown. Girls likewise have a minimum of homemaking experience, especially in these days of "package" foods, laundries and ready made clothes.

If the idea of "home work" credit in education is worth anything, it should be tried out in the cities where it is most needed. The present development is not consistent; at least the good resulting is gained where it is least needed.

### DEATH OF JOHN JASPER.

The death of John Jasper, formerly superintendent of schools in New York City, recalls to mind the career of one of the great city school administrators of the last century. For nearly thirty years, Mr. Jasper was the educational



leader of the largest city in the Union. Superintendence was, during that period, not well established or kindly received; the relations of school boards and superintendents had not been clearly defined; politics played a large part in the selection of school-board members, in the appointment of teachers and janitors, and in the general conduct of the schools. Mr. Jasper's position was not a bed of roses. Thru all the numerous changes in city administrations, he fought courageously for the advancement of the schools. His was the leadership which endangers frequently the official life of the superintendent for the welfare of the children and of the teaching corps.

#### THE ONLY WAY?

The New York board of education is again the center of a fierce attack, intended chiefly to promote the passage of legislation which will reduce the membership of the body from 46 to nine. Interests of the most widely separated and even antagonistic character are united against the board, while the several teachers' associations and its own membership alone are supporting it.

The present agitation which is only a continuation of attacks that have been made during the five years past, seems to indicate clearly that the opponents of the board will not cease until their object is attained. They have the stronger argument when they point to the inefficiency and slowness of the board, to its unbusinesslike methods, to its inability to meet the part-time and other old problems. Unless all present signs fail the "legislative guillotine" is "the only way."

#### FOR SAFEGUARDING SCHOOLHOUSES.

A public-spirited Tennessean, Mr. Charles D. McGuffey, of Chattanooga, has begun a campaign for the enactment of a law to safeguard the school children of his state against the dangers of fire and panic. His literature is headed with the significant slogan, "We must not burn up our school children."

The bill which Mr. McGuffey has prepared and has had introduced into the legislature, is a most commendable attempt to require fireproofing and other necessary safeguards in all schoolhouses. The law while it is rather loosely drawn, is more stringent in its provisions than even the Ohio School Code. It is a measure that might give a clue to school authorities in every state who are sincere in seeking the protection of their charges. It would be a great advance for American education if the bill, or similar bills, were introduced and passed in every state legislature.

Altho we have had only one Collinwood School fire, there are today, thousands of schoolhouses which are no better in construction, arrange-

ment or protection than the building which cost the death of 172 children in the suburb of Cleveland. The arguments against fire protection are those of niggardly disregard of the public welfare, while those for it make for not only the protection of the children in the schoolhouses, but also for public economy.

#### THE SCHOOLMAN AND THE COMMUNITY.

The American schoolman is not, as a rule, a strong factor in the community. It is only the extraordinarily strong superintendent or principal who shakes off his school cares, outside of class hours, and becomes a man among men, a leader in civic and social (using the word in its serious sense) affairs, and a strong influence in the practical, everyday life of his neighbors and his town.

Quite a contrast is the situation of the schoolmaster in Germany. Professor Frederick W. Roman, of Syracuse University, writing in THE INDUSTRIAL-ARTS MAGAZINE, says of the teacher in the Fatherland:

"The German schoolman is the most influential person in his community. He is recognized everywhere as a thoro scholar. He has had, after leaving the public schools, six years' training in a state normal school, and besides that he has had a year of practice teaching. His standard of scholarship is more than an equivalent of sophomore rank in our best American colleges. The German teacher, on the average, has had four or five years more training than the American teacher. The expenses of his education for the most part, have been paid by the State. Even before he was admitted to the seminary he had to be recommended by the teacher as being one of the best pupils in the school. He had to pass a physical examination, which is exceptionally severe. In other words even at the age of 14, he had to give evidence of being very exceptional both in physique and scholarship. This examination in itself, would go far to indicate that the German school teacher had been selected with reference to traits that would insure the securing of respect of the community where he might be engaged. In addition to this, the German school teacher serves two years in the army. During this period of two years' service, he receives extraordinary recognition from the army officers. Since practically everybody serves in the army in Germany, all men get into the habit of showing some extra deference to the school teacher, because all have had a chance to see during their two years of military service that the school teacher who served in their ranks did receive this recognition from the army officers.

"Another reason why the school teacher is a man of great prominence in the community is because he has a life position. There is no local board to put him out of office. He receives a pension from the state after his days of service are over. His wife and children are pensioned by the state. The fact of his economic independence is then one of the reasons that makes him a respected man in every community. In addition to this, the school teacher in the country districts is usually the secretary and treasurer of the land-banks, and when people want to borrow money they go to the school teacher. Now from what you know of things in this country you realize that the man who has the power to loan money is not considered a second rate character in the community. Further, it frequently happens when some dispute arises in the community that the contending parties, instead of going to trial, argue their case before the schoolmaster; and altho he has no legal authority, yet his judgment in the matter is accepted."

Professor Roman's description of the German teacher's position of influence points out indirectly, some reasons why American educators are not respected as they should be. Unless we can provide a higher standard of preparation, safe tenure of office, economic independence and a large measure of freedom and responsibility, it is not to be expected that the American educator will take the place he deserves.

#### CARING FOR THE TEACHER.

"The best interests of the children can not be conserved until the teacher is well taken care of. \* \* \* It is the plain duty of the State to see to it that its teachers are sufficiently well paid to induce the ablest young men and women to enter the service of the State rather than to enter upon a private business career. \* \* \* The compensation must assure them that their temporal wants will be taken care of while they are devoting themselves to their pupils without reserve.

"Furthermore, the State must protect its teachers in the legitimate and courageous discharge of their duties from undue lay interference. Upon no other single fact does the future progress of public education depend to any such degree as upon this fact of security."—Superintendent F. D. Boynton, Ithaca.

Custom in education is too often ancient error.

A teacher's precepts look small by the side of his example.

All schoolmen believe that charity begins at home. Perhaps that is why so many believe in school surveys everywhere except in their own communities.

"The foundation of every state is the education of its youth."—Dionysius.

Every boy is a puzzle; it is a wise teacher who can guess the answer.

"The word 'graft' has been recently incorporated into the language" says a recent dictionary. It has been incorporated elsewhere from time immemorial.

When an educator wears his learning as an ornament, you may depend upon its being paste.

The best and the most lasting reforms are those which come from within—which spring from a consciousness of evil and a will to improve.

Slovenliness is the dry rot of present-day civilization.

The object of true education is to make people not merely do the right things, but enjoy the right things—not merely industrials, but to love industry—not merely just, but to hunger and thirst after justice.—John Ruskin.



Spiked!

—St. Louis Republic.



How Long?

—Atlanta Constitution.



# SIMPLE SPELLING---A SURVEY

E. O. Vaile, Oak Park, Ill.

If my reader imagines that any one knows how our English spelling has come into its present chaos he will soon discover his mistake if he tries to find out. He may be able to satisfy himself in a measure why we are careful to write and print *England* but just as careful to call it *Ingland*; why we cling to the form *Philippines* and then show better sense by regularly using *Filipinos*; and as to a large number of more recondite puzzles. But let him try to ascertain, for instance, how the *o* became *ixt* in the ending of such words as *generous*, *dubious*, etc., a long list, when *us* spells it logically and perfectly at the same time being better Latin; why we stick to *phrenology* but accept *frenzy* and *frantic* from the same Greek root; how there comes to be a *g* in *delight*, *foreign*, *feign*, *sovereign*, and *h* in *ghost* and *aghost*, an *s* in *island*, a *p* in *psalm*, tho they wer not in the antecedent forms of the words and ar not pronounced in the present forms and scarcely can be; how our fashion started of writing *receive* but *receipt*, *succeed* but *recede*, *precede* but *proceed*, *deceive* but *believe*; how it came about that we cling to *g* in *deign* but leav it out of *disdain*, to *u* in *guard* but leav it out of *regard*, that we write *cat* but *kitten*, *cow* but *kine*, *hale* but *whole*, every pair having the same root; how it happens that tho *cloak* begins and ends with precisely the same sound we start it with *c* and end it with *k* and even crowd in a superfluous *c* before the *k* in *clock* and *click*; why we devoutly write *till* with two l's and just as devoutly leav one out of *until*; why we write *is*, *his*, *as*, *has*, *was*, tho we always call them *iz*, *hiz*, *az*, *haz*, *waz*; why we write *wh* at the front of our words tho we sound *hw*; why our present spellings wer adopted in place of *plesure*, *mesure*, *fether*, *tung*, *yung* of the time of Spenser and Milton, about 200 years ago;—let the reader seek explanations of these and a host of other like puzzles and he wil discover how little is really known of how the kinks got into what we ironically call our "orthografy."

Linguistic scholars the world over ar a unit today and hav been for two generations in declaring that these inconsistencies and absurdities ar the results of accident, ignorance, caprice or pedantry and ought to be removed. There is not a man today of any standing as a scientific student of language who has a word to say in defense of our present irrational spelling, while all the eminent filologists, those who edit our dictionaries and lead in their science, ar on record, as condemning it and hoping and urging that the hand of improvement may be allowd at least to inaugurate a plan of redemption to be consummated by later generations.

The above statements can be verified redily. Confronted with such a situation the fair and intelligent man who recognizes our obligation of servis and justis to our fellow men of the future as well as of the present, and especially to the millions of children of the future, can come to but one decision on this question, and the signs ar pretty clear that he is beginning to arrive at it.

The arguments by which the scholars sustain their position ar interesting and unanswerable but they must be past by here in order to review briefly the present status of the movement, as I am requested to do.

## The Reform Movement of 1877.

A generation ago the agitation for rationalizing our spelling was far greater than it is today, commissions to consider the subject being created by Congress and several State Legislatures as well as bills being formulated and introduced. The academic work, safely to be executed only by linguistic scholars, of deciding how the eccentricities of our spelling can be corrected in most perfect accordance with the rules and analogies now prevailing in our spelling so as to avoid making confusion worse confounded, had been accomplisht, practically un-

der the auspices of the two great filological societies of England and America by men of the greatest scientific attainments and prestige who hav been identified with this cause. Their list of changes, classified under 24 categories and covering 3,500 words, was widely publisht in 1883 and in every essential was the equal of its close and superfluous duplicate later produced in the interest of the present movement. That erly proposition seemd thoroly rational and feasible, and it was from an academic standpoint. But by 1888 it was ded. It had attempted too much. It was overwhelming. The public would take no interest. As a working scheme it was a failure.

Emphasis is here placed on this plain, practical lesson for the benefit of the considerable number of eminent men, mostly in university faculties, who tho claiming to be sincere friends of simpler spelling turn their backs on this present movement because, forsooth, "It is too petty and trifling. In so large a question as this nothing but waste of time and effort can be accomplisht by such a slow, peacemeal process. Start a plan worth while and we wil join in hart and soul." The pity of it! In the face of past experience and of the stubborn intolerance and inertia of public prejudis which they can but see they decline to propose a solution of their own and they refuse to help promote this one tho it is evidently getting a start at least.

## History of Present Movement.

With the lesson of the past in mind the present movement was initiated just eighteen years ago by securing a vote of the Department of Superintendence of the National Education Association at its Indianapolis meeting in February, 1897, instructing the Secretary to use the twelve spellings, *program*, *tho*, *altho*, *thoro*, *thorofare*, *thru*, *thruout*, *catalog*, *prolog*, *decalog*, *demagog*, *pedagog*, in printing the Proceedings of the Department.

The next year the Board of Directors approved the action and ordered the twelve words used in all the printing of the Association including the annual volume, and a little later by unanimous agreement so modified the rule that the writer of any paper, if he desired, could hav it printed in the regular spelling by simply making the request of the Secretary. At first it was quite common for writers to avail themselves of their option on this point, while various attempts, all of them perilously near to success, wer made to rescind the rule. But for the last six or seven years or more no such attempt has been made nor has any writer, I believ, exercised his option. Both items ar quite conclusiv evidence of a change of feeling toward the question, at least among educators.

The growth in general use of the "N. E. A. words," the apostolic twelve—they hav been calld, the entering wedge—was slow, as was to be expected. When a great ship is just leaving its moorings its first motion is scarcely perceptible. Excepting a very small part of the teaching fraternity the whole community had to be enlightend on the real meaning and merits of the simplified spelling question. Not only so, they had first to be led to face right about and view with serious consideration that which Josh Billings and Artemus Ward had traird us all to associate only with lafter and ridicule. As yet this educativ work is far from finisht but it is obvious that a considerable portion of the more intelligent and thinking part of the community looks with respect and approval on the movement. Almost from the start the "Independent," the "Literary Digest" and the "Educational Review" adopted the twelve words. Their cours had a markt effect on public sentiment.

In 1902, by the same initiativ and support as the move in the N. E. A., the Illinois State Teachers' Association created a permanent Committee on Simplified Spelling, to do what it could to promote the cause. This was followd by a like committee the next year in Wisconsin under the chairmanship of the late R. H. Halsey, President of the State Normal at

Oshkosh, and the next year by a Minnesota committee heded by J. F. Millsbaugh, then President of the State Normal at Winona, now President of the State Normal at Los Angeles. These three committees workt in the closest combination and harmony. Things wer doing. The outlook was good. The great drawback was a lack of funds.

## The Simplified Spelling Board.

In 1906 the Simplified Spelling Board, of fifty members, mostly from the East, was organized, being provided by a curageous and progressive philanthropist with a good fund entrusted to its Executiv Committee composed of the seven or eight members resident in New York City. This Committee adopted a policy of complete centralization which of course discouraged local activities in behalf of the reform. Work in this section ceast and reaction set in. Friends of the cause kept watching and waiting, looking to the New York Committee for activity and results.

In other ways as wel its policy was quite unfortunate. It aroused and embitterd the hostility of the New York daily papers, at the outset to such an extent that the Simplified Spelling Board or its mission has never had from any of them, according to reports, a single paragraph of judicial, respectful consideration. It permitted the premature question of adopting simplified spelling in the schools of New York City to reach a vote in the Board of Education where the easily foreseen inevitable happend, a complete defeat, from the effects of which the cause has not yet recovered. Year after year came and went, six of them, with no signs of progress. All was quiet and serene on the Hudson. But time and money kept slipping away.

## A Saving Punt.

The disappointing situation, practical stagnation in the movement, brought the inanimate Simplified Spelling Committee of the Illinois State Teachers' Association back into life and activity. With \$150 voted for its use by the Association it resumed its plowing agen erly in 1911. Upon its recommendation at the close of that year, the annual meeting, the Association adopted for its publication the spellings recommended in Simplified Spelling Board Circular 23, covering about sixteen categories and some 3,300 words (likewise adopted at the same time by the Modern Languages Association), and directed its President, John D. Shoop, first Assistant Superintendent of Schools of Chicago, to appeal in its behalf to the colleges and universities of the State to giv their concrete endorsement to this movement in the interest of child welfare. Mr. Shoop's letter accompanied by forcible literature was sent out by the Committee May 18, 1912, with a follo-up letter and literature in October. The purport of the letter is clear from its main paragraph:

"\* \* \* The Association directed its president to send a letter in its behalf to the president and members of the faculty of each institution of higher lerning in our State, respectfully requesting them to consider whether their institution may not wisely adopt the same rules of spelling in its publications and correspondence. In accordance with this direction I enclose \* \* \* with the request that you giv fraternal regard to the desire of the Association."

The State University of Illinois was the first institution to respond, formally adopting near the close of 1912 a considerable list of simplifications including the N. E. A. words. Soon after Northwestern University adopted a similar list, as did the University of Ohio in respons to a like appeal from the teachers of that State. Like action has now been taken by ten universities. Over 20 of the 30 colleges of Illinois followd the lead of the State University. In addition enuf other colleges in neighboring States, duly advised of what is doing, hav taken the same step to make a total to date of over 40. All this has been the direct outcome of the initiativ and activity of the Illinois Committee

(Continued on Page 30)

Note—The author of the present paper has been since its creation, chairman of the Committee on Simplified Spelling of the Illinois Teachers' Association. The article is set in the simple spelling advocated by the author.



# Something new under the sun

## A NEW CORRELATION

**Story Illustration**

17127 The Nightingale  
17128 The Nightingale  
17129 The Nightingale  
17130 The Nightingale  
17131 The Nightingale  
17132 The Nightingale  
17133 The Nightingale  
17134 The Nightingale  
17135 The Nightingale  
17136 The Nightingale  
17137 The Nightingale  
17138 The Nightingale  
17139 The Nightingale  
17140 The Nightingale  
17141 The Nightingale  
17142 The Nightingale  
17143 The Nightingale  
17144 The Nightingale  
17145 The Nightingale  
17146 The Nightingale  
17147 The Nightingale  
17148 The Nightingale  
17149 The Nightingale  
17150 The Nightingale

**Correlation With English—Continued**

written a musical suite around this tale, numbers of which are available, to accompany the episodes in the story.

Among the tales by Hans Christian Andersen, that delightful writer for children, is the story of "The Nightingale," who charmed the Chinese emperor with his song. After a while the royal favor was shifted to an artificial bird, which always sang the same song. But when the emperor was taken seriously ill, only the real nightingale could restore him to health and happiness.

What child who hears this story is not eager to hear how a nightingale really sings? Records by real nightingales are far more eloquent than any words of the teacher.

The German story of Hansel and Gretel inspired Humperdinck, the German composer, to write a delightful opera for his grandchildren; its music is now open to the children of all the world. The children should by all means be taught the singing game from this opera. Stories are just as fascinating for children of older growth as for the little ones. Many of the great operas are founded upon old folk tales, myths and fairy tales. These tales may be told the young people of grammar grades or high school, and some of the selections played. Often the overture of the opera pictures in tone the whole story. Mozart's "Magic Flute" is a beautiful tale of "magic." Wagner's "Tannhauser," "Flying Dutchman," "Lohengrin" and the "Ring of the Niebelungen" are founded on Norse and German legends. Rossini's "William Tell" is more fanciful than historic. Von Weber's "Freischutz" tells an old tale of a magic bullet. Humperdinck's "Koenigskinder" (Children of the King) is an allegory, at the same time a story of intense human

**Correlation With English—Continued**

interest. All these may be used for stories with the records from the opera.

Many of the most used selections in standard readers may be illustrated by some record having a bearing on the entire subject, or upon some historical, Biblical or poetic reference mentioned.

A wide-awake teacher will lose no opportunity for correlating the Victor with the reading lesson. Suppose the lesson is about Beethoven and the blind girl. This may be illustrated by the "Moonlight Sonata"; or, if the story is of the persevering young Handel in his attic, abundant material for musical illustration may be found in the Handel list. There may be a lesson about the Lorcley rock, or the old violin makers of Cremona, or the Marcelline Hymn, which will at once suggest correlation with Victor records. A poem or story of lofty patriotism may gain strength in the company of a patriotic air; a folk-song may lead a new interest to a story of lowly life.

Musical settings of the poems of Longfellow, Fickl, Dunbar, Riley, Tenneyson, Browning, Scott, Burns and Stevenson help to emphasize the close kinship between poetry and music. Poetry has rhyme, rhythm, meter. Music adds melody and the thought is enhanced by the beauty of the music.

The reading of "Hawatha" may be accompanied by the playing of real Indian music, or by Cadman's modern Indian songs. In "Miles Standish," the old Puritan psalms, as well as Indian music, will help create a proper atmosphere for the story. Old French songs and singing games are appropriate to "Evangelin." Longfellow's "Village Blacksmith" sketches a portrait that may be further elaborated by the use of music with imitative and effects.

### Reading Illustration

21428 Moonlight Sonata (Beethoven)  
71941 Beethoven's Blacksmith (Beethoven)  
17191 Lullaby  
71948 Blue Bird, Sweet Eyes (Ed. Van der Stok)  
71949 Hummel  
21740 The Two Goats  
Piano  
17198 And so the Night (Lullaby-Glee)  
8237 The Day is Done  
61142 Little One (Paddy)  
61170 Wyndy, Wyndy and Red  
61171 The Year's at the Spring (Brahms)  
61172 Who Knows? (Debussy)  
61173 The Road (Tchaikovsky)  
71118 Crossing the Bar  
61174 Blue Bird, Sweet Eyes  
17198 Once into the Garden, Once  
4796 Sweet and Low  
17191 Indian Melodious Song  
17192 Old Puritan Psalm  
61170 Lord of the Blue Water  
61171 Chorus Lullaby  
61172 Bitters Lullaby  
17191 In the Spring  
61173 Adagio, Pre-empt  
61174 Bitters  
17198 The Blacksmith  
61171 Chorus of the Spring  
17191 Forge in the Fire

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ECONOMICAL**

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Chicago, Ill.  
Walkerville, Ont.

**Somerville, N. J.**

(Continued from Page 28)

during the last three years with the help of such funds only, about \$1,250 each year, as the friends of the movement, including several members of the Simplified Spelling Board outside of New York, have contributed.

In fairness to the Executive Committee it should be stated that when the results of the appeal of the Illinois teachers to their colleges and universities appeared it was so clear a demonstration, reached without a penny's aid from the fund which for seven years had been passing so fruitlessly thru the hands of the Committee, that a discreet, courteous presentation of this subject to conscientious and intelligent men is bound to receive respectful consideration, that a change followed in the administration of the Committee (April, 1914). Whether economy and efficiency and a wiser policy have been thereby assured, and whether the Illinois Committee will be forgiven for re-entering the game and making a score worth while, and whether in appreciation it will be accorded the treatment which the interest of the movement seems to require, remain to be seen.

At all events that Committee, it is understood, will continue its publicity and promotion efforts with whatever funds it can get and it explains, as appears further along, just what plans it hopes to carry out in its systematic campaign in its territory.

#### Attitude of the Press.

For the most part the press of this North Central section has shown respect for the stand taken on this subject by so many influential educational institutions. But a few papers whose co-operation would be of the greatest service still use the subject as a punching bag for the exercise of cheap editorial wit or wisdom. It is a pleasure to report that the subject receives fair and respectful treatment from the entire Chicago press. In June, 1913, the Chicago Evening Post, one of the most influential dailies of this region, adopted the "twelve words" thru-

out its columns and is regularly using them, as are six other influential dailies under the same management in Indianapolis, Louisville, Denver, etc. The Chicago Tribune tho it has not adopted the particular "twelve" is loyal to the reform which to the extent of twelve specifications its eminent editor and owner, the late Joseph Medill, adopted in its columns in 1879. The Tribune adheres to *program, catalog, travelog, etc., theater, meter, center, etc., cigaret, suffraget, etc., defense, offense, etc.*

Other dailies regularly using the "apostolic 12" are Bloomington (Ill.), Pantagraph, Kewanee (Ill.), Star-Courier, Winona (Minn.), Herald. Several weeklies and monthlies, the American School Board Journal, the Greater Dayton (Ohio) Association Weekly Bulletin, The Monthly Reporter of the Chicago Principals' Club have adopted all the recommendations of Simplified Spelling Board Circular 23. All these spellings as well as the additional ones in the joint list of the Filological Societies referred to above are given in their proper vocabulary places in the New Standard Dictionary, and, moreover, the spellings *tho, gage* and *catalog* have preferred position and are used wherever those words occur in the definitions and text of that great work. The spellings in the Filological Societies' list have their vocabulary places in the New International, which was published before Circular 23 appeared.

The full record of progress made in the eighteen years of effort now completed cannot be given here but it has stopt the old cry of "Impossible," "Failure," etc., except from the eminent impracticables before mentioned. The start of a movement is always its slowest stage. Constant acceleration is the rule afterwards. In over half of the catalogs, announcements and advertisements of schools and manufacturers in this part of the country the form catalog is now used. The form program which was seldom seen when the National Education Association adopted it is now almost universal.

#### The Situation in the East and the West.

The Pacific States have always been hospitable to simple spelling since it was first espoused by the National Education Association and today they are quite abreast of this Middle section in sentiment. Portland's young and wealthy Reed College with its energetic President, Dr. Wm. T. Foster, constitute the focal point of activity. The College follows all the recommendations of Circular 23 in all its printing, including a live weekly of general circulation. Three large western teachers' associations are on record as urging the use of simpler spellings. It is not stated whether they adopted it in printing their Proceedings. The State Superintendent of Washington has adopted 100 simplifications which are regularly used in the correspondence and printing of her office, the first State Superintendent to take the step.

Quite different is the story from our Eastern and Southern States. If there is an institution or organization in any of them which stands committed to this cause by the adoption and actual use of simpler forms it has not been announced. The three New York journals previously mentioned still remain the only periodicals using the National Education Association's words in that section.

Making allowance for the conservatism of the East the situation there of our cause is indeed strange. Men of strong influence as scholars and scientists there are, a half dozen or more in every faculty, who are in favor of this movement but still it seems to make no headway in that region. On the Executive Committee of the Simplified Spelling Board are eminent representatives of four great universities, Harvard, Columbia, Yale and Pennsylvania. But what is that fact worth to the cause as a propelling force? The moral weight and the opinions of such a group of men if wisely exploited must sway opinions and create sentiment. What have these men themselves done to bring their convictions and arguments to bear, for instance, on



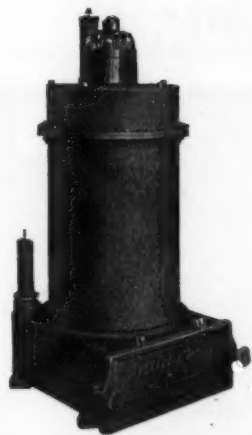
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Schools and keep them  
in a sanitary condition  
is to use

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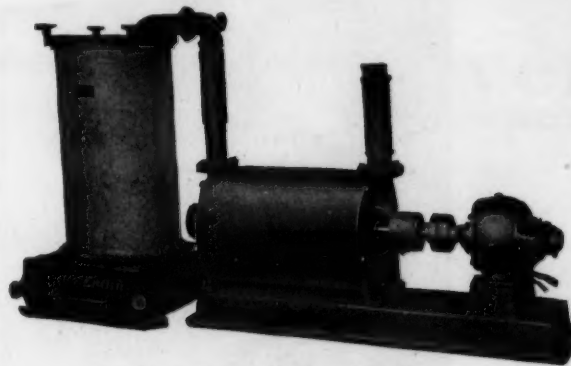
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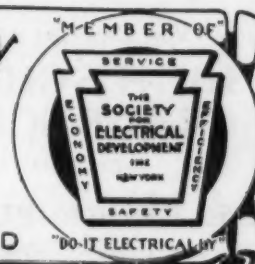


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Johannesburg	Sidney	St. Petersburg	Vienna	Buenos Ayres	Tokyo	

EQUIPMENT FOR EVERY ELECTRICAL NEED



the graduates of their institutions; or on the uninformed or opposing members of their own faculty, or on the student body of their schools?

"The work of paid agents?" Most certainly to an extent. But the cause needs the personal touch of men who are not hired, of men moved by the Master spirit of service, whose hearts allow them no peace while they see millions and millions of the children of the future in the present undergoing the needless and chilling drudgery imposed by our spelling.

Space forbids a survey of the situation in Great Britain and her Dominions, interesting as some features are. The activity of the British Simplified Spelling Society, younger by some years than our Simplified Spelling Board, is worthy of all praise. But from our American standpoint it is greatly to be regretted that they have not adopted our scheme of first getting rid gradually of the silent letters and systemizing the use of the others, letting the necessary final step, the completion of our alphabet to a one-sound-one-sign basis, wait until we get to it in the distant future. They are urging their public to adopt a make-shift for our present alphabet, using our single letters in a uniform way as far as they will go in representing our 40 sounds and using double letters for the rest. It makes a foren-looking page which is very much against it, beside being illogical and cumbersome, retaining too many of our present defects in spelling. It is not proposed, as we understand, as a finality but as preparing the way for something better which has yet to be devised.

#### The Next Step.

Already the question is asked, rather prematurely, it must be suggested, "What is to be the next step?" It is becoming apparent that Circular 23 as a working step is impracticable under ordinary conditions. It contains too much for the type-setter and proof-reader to keep in mind while the tender-foots cannot or rather will not, endure the sore travail of meeting maybe eight or ten sensible simplifications in an aver-

age page. The simplifications in this article exceed the recommendations in Circular 23, so that the reader can form his own judgment. Opinions differ as to the extent to which this explains the disappointing action of the Illinois Association at its late Christmas meeting abandoning the use of new spellings. An unusual combination of hostilities filled the offices, and they raised a hue and cry over the difficulties in printing and editing matter in the new spelling. They succeeded on the strength of it in passing this resolution: "That all official publications of the Association and all articles therein shall be printed in the word forms in which they are submitted, and that we favor all practical means of promoting reasonable improvement in English spelling."

This action together with hesitation in other quarters over the adoption of "so large a step" leaves little room for doubt that it is not wise to urge the adoption of Circular 23 excepting under decidedly favorable conditions. It will be noted that under the resolution which was passed a writer has the privilege of using any authorized spelling he pleases. In the interest of solidarity in the movement a shorter "next step" should be agreed upon at once for those who seek it. What shall it be?

When the apostolic twelve were first selected there was serious debate in the committee as between extending the list on the one hand to include the *ette* and the *ph* categories (cigaret, alphabet, etc.) and on the other reducing the list to merely five or six words. As a compromise the "twelve" were decided on. Without any recommendation *cigaret*, *quartet*, *suffraget*, etc., have been working themselves in from the start along with the twelve. *Fone*, *telephone*, etc., are beginning to appear. These two simplifications thus seem marked for the next set. What additions to the set will the public most readily accept is now the question. Any suggestion on this point sent to the writer will be welcome.

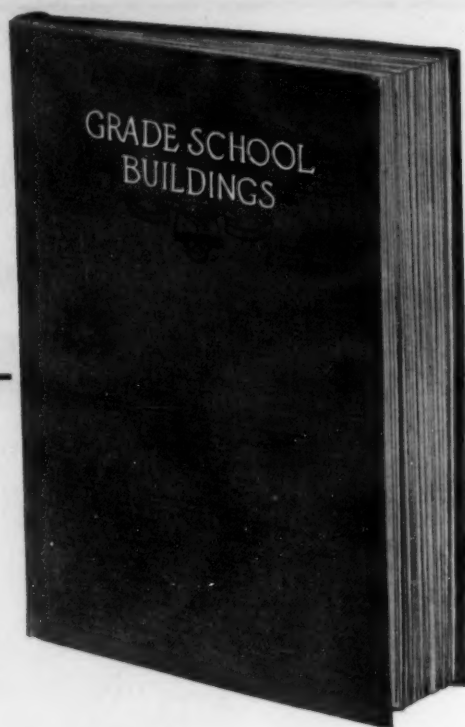
#### Simpler Spelling in the Schools.

Some parents have asked if it is expected that the children in school will be debarred from the advantage of using the new spellings as they are recommended and gradually come into use in the community. Of course not. The new spellings must be tolerated and open to use by those who wish in school the same as outside. They must not be forced on any one nor forbidden. The day has gone by when an arbitrary school board or superintendent may say to teachers, "You are hired to teach spelling as it is not as you or a clique of reformers think it ought to be," or when a teacher may "mark down" pupils for using any spelling that is authorized or rational. However, the subject does not warrant any friction over it one way or another. Both the old and the new must be recognized as equally correct or the gradual change to rational spelling can never be accomplished. The talk about the "horrible confusion" that will arise from admitting a double standard in spelling is pure "moonshine" even if the old and new forms of a word occur in the same composition. We have made ourselves slaves to minute uniformity in our spelling, a most insane idea in our present want of system. So the word was unmistakably indicated, was enough throughout the golden age of our literature. Consult Spenser or Shakespeare in the original editions and see for yourself. Today it is not so very rare to come across a college catalog with one form of the word on the cover and the other form inside. What harm, if it suits the editor? There can be no defense except the whim of a finical teacher for saying to a child, "If you decide to adopt *tho* you must stick to it and not allow *though* to slip from your pencil or you will get a demerit." It is unjust and absurd so long as both are recognized as correct.

#### Will More Colleges and Universities Join in the Lead?

It is gratifying to have so many of our colleges and universities join in this movement





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### A Teacher's Suggestion

"When we get new window shades, can't we get shades that are sanitary? These old shades are full of dust and there's no way of cleaning them. Besides, they're so cracked, faded and frayed that they spoil the looks of the room."

The Superintendent went to work to investigate shades. He found that

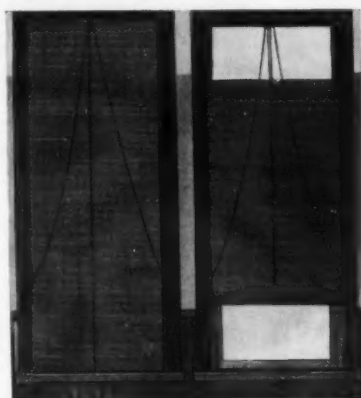
### **AEROLUX** SPLINT-FABRIC WINDOW SHADES

did not catch or hold the dust and that they could easily be washed. He found their colors soft and harmonious, adding a pleasing decorative touch to the room. He found that they could be lowered from the top or raised from the bottom, that they did not fray on the edges and that they let in the air while keeping out the sun.

The Superintendent bought an equipment of Aerolux Shades for the entire building. We have his letter on file. We'll gladly send it, with descriptive literature of these and other Aerolux products, on request.

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and thus show anew their loyalty to their great mission, the practical betterment of humanity, which it is so easy for them to lose sight of in their academic concentration; but it is quite important for more of them to endorse the cause in order to give a stronger leverage for winning the community, especially our school authorities.

On the strength of the adoption of some simplifications by the higher institutions before cited it would be quite logical to appeal to the school boards in those sections to now adopt these same forms for our elementary and secondary schools. The one sufficient authority has started a simpler fashion in spelling for the sake of the children in particular. They are the special ones, not we adults, who must carry it to success. Why not then begin at once to agitate for the adoption in the schools of the legitimized simplifications? Because the situation is not ripe. The support of a larger portion of the community is necessary to back up the school boards in such a move. Right here in winning wider popular support is where the action of more colleges and universities would be of immense service.

There are two elements in particular in the community whose support should first be won,—the press and the women's clubs. The strategical advantage in winning their support as the next effort is obvious. When they become interested the new spelling will enter the schools thru the community's insistence, the best possible way.

No systematic effort has yet been made, I believe, to arouse these two forces to the importance of supporting this progressive movement under the lead of our colleges and universities.

Several influential papers have already put their shoulder to the wheel, as has been mentioned. Others are known to have the subject under consideration. Committees in some of the women's clubs are beginning to study the problem.

The Illinois Committee feels that this is now

the strategical line to follow in this campaign of education and persuasion. It is taking up this line in its field as vigorously as practicable

while continuing its effort to get more of our higher institutions to join in the lead.

They who help when help is needed help twice.

## A Woman's Club in the Sand Hills

J. L. McBrien, School Extension Agent, United States Bureau of Education

Twenty-five miles southwest of Valentine, Cherry County, Nebr., is a postoffice, a school, and a store. This place is called Simeon. To get an idea of the magnificent distances in that State, you should know that Cherry County is four-and-a-half times the State of Rhode Island in area. The distance between neighbors is sufficient to make life lonely for the women were it not for the social spirit of this community. The story of the Women's club of Simeon is best told by Mrs. Lulu Kortz Hudson, one of its members who is a graduate of Grinnell College, Iowa, and formerly Superintendent of Schools for Cherry County:

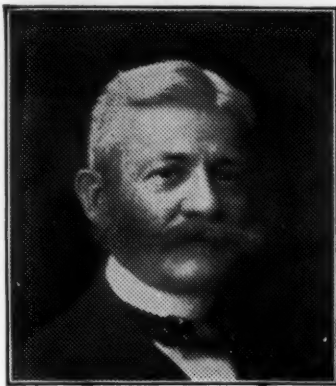
"This club was organized about two years ago just because it is natural for women to visit. The ranch business necessitates the homes being widely scattered and that makes domestic help hard to keep. Ranchmen are usually so well to do that their daughters do not need to work out and imported help grows lonely and longs for the 'giddy whirl of society' or else marry some strapping young cow-boy and set up their own household. At any rate few of our women have competent help and family cares and distance keeps them from exchanging visits with their neighbors. The men often meet at round-ups, brandings and dehornings and the cravings of their social nature are satisfied. Some one has said: 'The sand hills are good for men and dogs but a mighty poor place for women and horses.'"

The men of our community first saw the need of more social life for us and suggested that we form a club with an all day session once in two weeks—but there were the children. Possibly a

mother might get four or five small children ready, drive five or six miles thru pasture gates and over ranges of sand hills, keep her children out of mischief in new surroundings, spend the day and get home in the evening fairly rested, but if fifteen or twenty women each took her family the hospitality of even a ranch home might be somewhat taxed. There seemed no way until one of the husbands said that he for one would be willing to take the entire care of his five children for one day in each two weeks if the other fathers would do the same. The experiment has worked—the men have come to know the pretty ways of their own children and some of the mothers have known a free day for the first time in ten years.

"Each woman takes her sewing bag and we do the work planned by the hostess—card wool, piece quilts, make comforts, aprons, dresses, darn stockings, embroider towels, hem napkins, crochet bands of trimmings—anything and everything that the varying needs of our homes require. The hostess prepares dinner. Sometimes it is bass caught in a nearby lake or wild ducks or grouse or may be a wild goose or strawberries or early vegetables—whatever sportsmanship or gardening skill makes possible. We have no officers and no dues, anyone is a member who is a neighbor. The meetings circulate among the members over a radius of eight or ten miles, community interest is developed—ideas of domestic economy exchanged—the mothers come home with glowing cheeks and sparkling eyes ready for the next days' duties, even a rubber shoe, you know, will wear longer for occasional periods of relaxation. Often a





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good story is read, or some article describing a new household convenience. We discuss everything of common interest except our neighbors—no word of gossip has been heard up to date.

"The attendance varies from twelve to twenty-five. We are becoming known as women who cook well, entertain easily and make our families comfortable and happy. Lately the young girls have organized a similar club. I suppose the idea of working at our meetings came from the fact that many women could not spare the day and the time to get the extra dinner if her work were piled up to be done afterwards.

"Anyway the plan has just worked itself out according to our community needs. I do not know how it would transplant. The thing that has held it together is the normal desire of every

woman for the companionship of other normal women."

Some may ask what such a club has to do with progress in rural education. It has just this much to do with it. In a rural community where the mothers do not come together for social communion with one another, you will find lonesome, despondent mothers and where you find such mothers you find homes filled with despair; and where you find such children, you find poor schools.

A Vermont mother who had recently moved from country to city was asked why she left her beautiful farm home in the mountains to live in the city. She replied, "Oh, I was hungry for the companionship of women."

teacher had taken advantage of the generosity of the board. Any one who is familiar with the high quality of the work in the city of Plainfield, and with the extraordinarily fine spirit that permeates the teaching corps, will readily recognize the success that has attended the liberality of the board.

There are several elements to consider in this matter. A teacher who is ill is put under a severe financial strain. Medical and surgical services and trained nurses cost money. When a teacher on a salary of six or seven hundred dollars is compelled to go to the hospital, and she finds herself under an expense of three or four hundred dollars, with all the distress caused by her illness, and then the board of education shuts off all her income, she is not only placed in debt which it will take at least two years to pay, but her worryment retards her recovery. She is very apt to return to her duties before the proper time, so as to be able to draw her salary. This may lead to a relapse, or permanent weakness.

"I can't afford to be sick," has been said more than once by teachers who would lose their pay thru absence. Thus they drag on from day to day. Their work is bound to suffer; and the time may come when they must quit, and be absent for a much longer period than if a judicious absence had been taken earlier.

The only basis for action by a board of education in this matter is the efficiency of the work. Is the plan of no deduction for absence because of sickness best for the schools? Is the only question. The Plainfield experience just cited is an emphatic affirmative. The experience of businessmen is a strong affirmative. Ordinary good sense favors the plan; for will not anybody work harder and with more good spirit for a generous employer than for one who grinds all he can out of his employees, and keeps them in a harassed frame of mind continually? Will a teacher do better work when she is satisfied and happy than when she is worried for any

(Concluded on Page 36)

## Deducting Pay for Teachers' Absences

H. C. Krebs, County Superintendent, Somerville, N. J.

A young man employed by a firm in New York has just been ordered to the Adirondacks for three months by his physician. He reported the matter to the firm. The manager of the firm called the young man into his office, and said, "We have decided to grant you three months' leave of absence; and in view of the fact that your salary is not sufficient to maintain yourself and your family in the Adirondacks we have decided not only to give you full pay during these three months but also an additional amount so as to cover all your necessary expenses and those of your family for the three months."

The question of deduction from teachers' salaries for absence came before the board of education of the Borough of North Plainfield, Somerset County, New Jersey, nine years ago. The members of the board were mostly New York business men. Mr. Samuel Townsend, a bank president and retired merchant, was especially emphatic in his views on the subject.

"We had clerks in our employ in New York," he said, "whom we carried on full pay for many months, in one case for fifteen months, during which time they were not able to do any work whatever because of illness, and we never deducted a cent for this absence. I think we should be just as generous to our teachers as we are to our clerks in business. I tell you the more we treat our teachers generously in matters of this kind, make things pleasant for them, the better work they will do and the longer we shall be able to retain their services."

The sentiment of the other members of the board were in accord with those of Mr. Townsend; and from that time on not one teacher lost any salary whatever when absent from duty on account of illness.

The board of education of the city of Plainfield has had the same regulation for more than ten years. Superintendent Maxson stated recently that during all that time he had never had the slightest reason to suspect that any



# A QUESTION ? ? ?

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See Page Opposite



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**It tells you how slate is quarried from good old mother earth, sawed, split, rubbed and shaved ready for delivery at your school building.**

**It then argues the properties of slate from the standpoint of the user who should never attempt to buy anything but the best, which in its last analysis is the cheapest.**

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It has six drawers of which five are equipped with our special high grade solid brass master-keyed locks. The front is removable and gives free access to the plumbing.

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### DEDUCTING PAY FOR TEACHERS' ABSENCES.

(Concluded from Page 33)

cause? Is it not better for a teacher to be absent a few days from school than "teach" when she is half-dead, and perhaps then be absent a month as a consequence? And if one teacher in a hundred takes advantage of generosity, is that sufficient reason why the other ninety-nine should suffer, or rather why the pupils should suffer? I am firmly convinced after years of experience with both plans, that the best interests of a business, and the best interests of the children in the schools, are subserved by the liberal policy. It is a good business proposition. Let boards of education try it for a year and see.

### EDUCATIONAL CONVENTIONS AT THE PANAMA-PACIFIC INTERNATIONAL EXPOSITION.

By Harold French.

A large attendance at the many educational congresses which will be held at or near the Panama-Pacific International Exposition now seems assured from the preparations now being made by those who expect to "join that innumerable caravan" across the plains to San Francisco in 1915. The prospects of this great trek are far brighter than they were six months ago. Then it appeared to many that the time appointed for the convening of the National Education Association on August 16th, 1915, for a two weeks' session was at least two weeks too late to ensure a record-breaking attendance. But new evidence has been presented to the effect that there was a very good reason for deferring the date of this most important convention. Were the date set earlier, it would prevent thousands of ambitious teachers from attending the N. E. A. convention. These worthy ones are those who until early August would be improving their vacations by attending the 673 summer schools thruout the United

States. In these institutions there were enrolled last year 181,288 students and 13,632 instructors. Undoubtedly more than 200,000 students and their instructors will be similarly busied next midsummer. Therefore it was deemed advisable to defer the convention of the National Education Association and the International Congress of Education until the period August 16-28th. Some 500 representatives scattered thruout the United States have submitted estimates of attendance to Mr. James A. Barr, Director of Congresses at the Panama-Pacific Exposition which indicates that at least 30,000 members of the N. E. A. will come to San Francisco and Oakland next August to attend this notable gathering of educators.

Mr. Durand W. Springer, Secretary of the National Education Association, on a recent visit to the Exposition City, said:

"The war will have little effect on the attendance at the National Education Association convention and the International Congress on Education in Oakland next August. Except that it may change the personnel, the war will not affect the congress, and there will be in attendance representatives from practically every educational institution of importance in the United States, Canada, Europe and South America. There will be a big delegation from South America as the direct result of the war.

"With us will come the Association of University and College Presidents, the National Association of State Universities, the Educational Press Association, the American Association of Agricultural Colleges, the Conference of State Superintendents of Public Instruction, the National Council of Teachers of English, the Association of Collegiate Registrars, the American School Peace League, the Religious Education Association, the American Home Economics Association, the School Kindergarten Association of America and the International Kindergarten Union."

In addition to these organizations mentioned by Mr. Springer, there will be others of promi-

ence, while the 24 Scientific conventions scheduled, as well as 31 Agricultural congresses, will carry on the work of extending education to a notable extent by such conferences of specialists. There are already over 300 conventions listed for the period during which the Exposition will be open (Feb. 20-Dec. 4, 1915). The total attendance at these conventions has been conservatively estimated at 600,000, of which five per cent will be educators.

### PLAN FOR AN EDUCATIONAL COUNCIL.

There is but little argument on the proposition that teachers should take an active interest in the administration of the schools. New York City and Boston have, for some time, enjoyed the results of a carefully organized council of teachers who present the classroom workers point-of-view to the superintendents and the board of education, and who frequently shape educational policies and suggest worthy changes and reforms.

Minneapolis is the latest city to organize an educational council. The plans for the council were laid early last fall, by Supt. F. E. Spaulding, and were accepted by the school board in December and by the teachers of the city in January. The Council was organized on February first.

The plan under which the council operates is as follows:

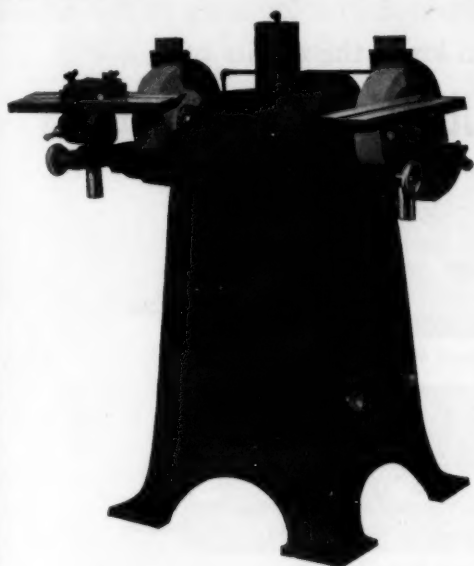
**Article I. Name.** The name of this organization shall be "The Educational Council."

**Article II. Object.** The Educational Council shall have for its purpose conferences with the Superintendent of Schools upon matters concerning the practical operation of the city schools.

**Article III. Membership.** This organization shall consist of three grade teachers and one high school teacher from each of the high school districts; two grade principals; one high school principal; two representatives of the supervisors and teachers of special subjects.

**Article IV. Method of Choosing Membership.** 1. Yearly, the third week in September, the Superintendent of Schools shall cause the teachers of the city to assemble for the purpose of





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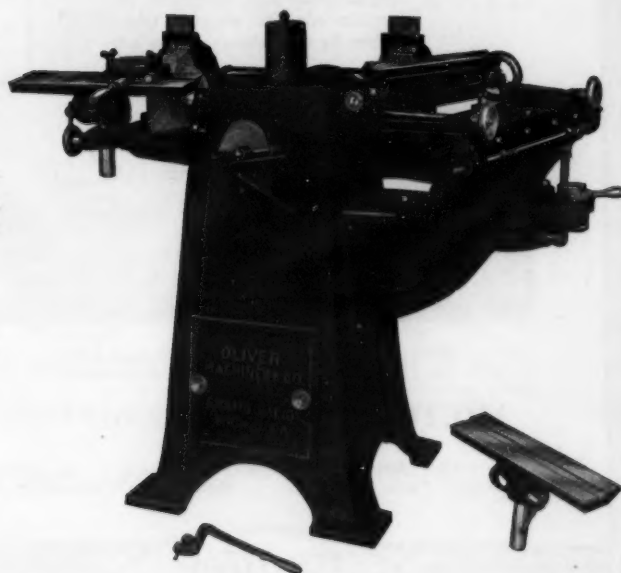
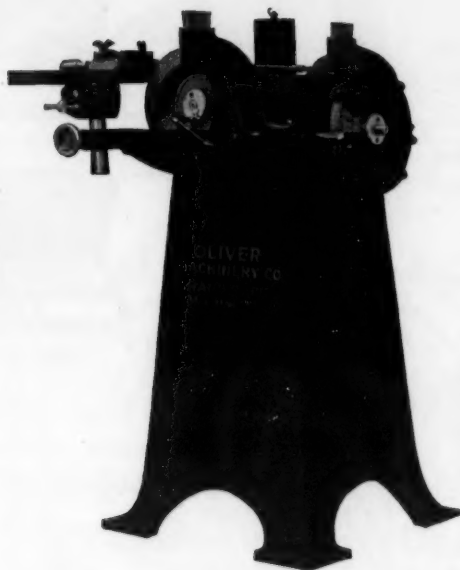
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electing the members of the Educational Council in the manner hereinafter provided.

2. The grade teachers in each high school district shall elect three representatives: One of these shall be elected by and shall represent the group consisting of the kindergarten, first and second grade teachers; one shall be elected by and shall represent the group consisting of the third, fourth and fifth grade teachers; and one shall be elected by and shall represent the group consisting of the sixth, seventh, and eighth grade teachers of each high school district.

3. The teachers of each high school shall elect one representative.

4. The grade school principals shall elect two representatives, one of whom shall be elected as chairman of the group.

5. The high school principals shall elect one representative.

6. The supervisors and teachers of special subjects shall elect two representatives, one of whom shall be elected as chairman of the group.

7. Elections shall be by ballot.

**Article V. Term of Office.** The term of office shall be one year.

**Article VI. Meetings.** 1. A regular meeting of the Council shall be held the first Monday of the second month of each semester. Organization shall take place at the first meeting of each school year.

2. The Educational Council shall also meet at the call of the Superintendent or on petition of any three members.

3. Each representative or chairman is empowered to call meetings of his group.

4. All recommendations of the Educational Council shall be filed with the Board of Education and whenever the business referred to in such recommendations is up for consideration or action by the Board of Education, this Council may be represented at such meeting.

**Article VII. Duties of Representatives.** Representatives must keep in touch with their groups, and in conferences with the Superintendent, must always, when instructed, voice the wishes of the groups.

**Article VIII. Amendments.** This constitution may be amended by a majority vote of those present at any regular annual meeting or at any

meeting called for such purpose on one week's notice, provided that the majority vote on this question shall consist of not less than one-fourth of the whole teaching body.

### ILLITERACY IN FOREIGN COUNTRIES.

The Bureau of the Census of the United States Department of Commerce has just published a table giving the percentages of illiteracy in most of the principal countries of the world, the figures having been brought as nearly up to date as the available sources of information permit.

Illiteracy statistics of different countries are not always strictly comparable, because the basis is not always the same. Quite generally, however, the percentage of illiteracy here given is based upon the total population over 10 years of age, which is the basis in the United States,

but sometimes it is necessary to accept some other age limit, and in several countries the only available figures refer to illiteracy among army recruits or to that shown by the marriage records.

In the United States the percentage of illiteracy is 7.7 for the total population (over 10 years of age) and 3 for the native white population. In Denmark, Germany, the Netherlands, Sweden, Switzerland, and the United Kingdom the percentage of illiteracy is lower than that for the native white population of the United States. Doubtless the list should also include Norway, altho no figures are available for that country; but in the other European countries the percentage of illiteracy is higher than it is in the United States, and usually very much higher. In Bulgaria it is 65 per cent; in Greece 70, in Hungary 33, in Italy 37, in Portugal 69, in Roumania 61, in Russia 69, in Servia 79, and in Spain 58. There is less illiteracy in Australia than in the United States, but in all other non-European countries the percentage of illiteracy is in general very high.

Thus, in Bolivia, the illiteracy is 82.9 per cent, in Brazil 85.2, in Guatamalo 92.7, in India 92.1, and in Egypt 92.7.

### DR. GOWANS BECOMES STATE SUPERINTENDENT.

Dr. E. G. Gowans, who became state superintendent of public instruction for Utah, in January, is one of the best known educators of the Western states, his work as superintendent of the Utah State Industrial School in Ogden having attracted wide attention of educators and sociologists. Dr. Gowans left the position as the head of the Industrial School only the day before taking his position as state superintendent.

While managing the Industrial School, supervising its enlargement and its betterment, Dr. Gowans took a great interest in the educational affairs of Ogden and of the entire state. His work at the school, and in these other educational lines, brought the belief that he would best serve the state by being elected to the position of state superintendent and in the recent election, as a non-partisan nominee, his candidacy was successful.



DR. E. G. GOWANS,  
State Superintendent of Public Instruction for Utah,  
Salt Lake City, Utah.



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### THE CONDUCT OF FIRE DRILLS.

More than 200 principals, teachers and superintendents of the New York City schools co-operated recently in formulating comprehensive directions for conducting fire drills. The results of their experience and study have just been issued in a circular published by Supt. W. H. Maxwell, after conferences upon it with the City Building Department and the fire commissioner.

The circular summarizes the experiences of the schools for the past ten years, and treats a fire drill, not only as a necessary precaution for preservation of life, but as a school exercise of high educational value inducing speed, obedience, self-control, and good physical posture. For insistence upon speed which marked the fire drills in the early days, there has been substituted emphasis on control.

The directions will be of general interest and value as standards of practice in what has been generally considered a very simple problem of school management but in which there is little uniformity in methods and a very meager understanding of correct principles. In part, the New York directions require:

2. *Use of this Circular*—Principals should study these directions and then instruct teachers regarding them, making such interpretation as will best secure the efficiency desired.

3. *Early Preparation*—On the first day of the term and on the first session of a reorganized school the principal should ascertain that teachers, janitors and assistants are capable of giving a satisfactory account of all the duties required of them by this circular. Actual tests of their duties in a fire drill should be made within the next few hours. There is no more imperative requirement when teachers and pupils come newly to a building than an efficiency fire drill.

4. *Fire Drill*—The term as used in this circular means any immediate dismissal from the building following the three ring signal. Distinctions as to dismissal or without street wraps are not contemplated in this designation.

5. *Frequency*—Exclusive of rapid dismissals at

the close of a school session, fire drills should be conducted at least as often as once a fortnight.

6. *Variety*—Drills should be given under varying circumstances and at varying hours. For example:

- While the school is assembled in whole or in part;
- During any one of the recesses;
- While all the pupils are engaged in the regular class exercises;
- When one or more of the exits may be supposed to be blocked;
- Where the peril may be assumed to be imminent to a particular part of the school.

7. *Janitors* and their assistants should be assigned specific duties and stations; as fastening the doors open, protecting the children from trucks, automobiles, etc., in the street.

8. *Doors*—Principals should see that the doors of all exits are so arranged as to be easily opened from the inside at all times during the occupancy of the building. It is not sufficient that only one-half of the door be ready for use and the other half bolted; both doors should be easily openable during school hours.

9. *Signals*—Three bells, or three rings, three separate pushes of the signalling button with distinctly perceptible pauses, mean "immediate fire drill; pupils go to the street in charge of teachers without delay for books, wraps or for other cause." (The various modifications invented for different circumstances in different schools have been carefully considered. Such as are deemed necessary must not interfere with the regular use of this standard, quick marching fire drill signal.) (See paragraph 20.)

10. *Break-Glass Signals*—This device for danger signalling from various stations in the building is now available in the majority of the schools. It rings a warning near the station at which the signal for fire drill is to be given. When a button behind the glass is pressed, the drop on the bell near the station from which the fire drill signal is given, should drop, permitting the bell to be rung continuously. As soon as possible after this bell begins to ring, the drop should be pushed to a vertical position, shutting off the electric current and saving the batteries. Regular fire drill signals can be given from any of the push buttons behind the glass.

11. *Signal Apparatus Accessible*—The regulations of the Committee on Buildings forbid locking,

while classes, day or night, are in the building, rooms containing the means of giving the fire-drill signals.

12. *Location of Signals*—It is a good plan to have neat, durable signs in suitable places indicating by arrow or otherwise location of the fire-drill signal apparatus.

13. *Signals if Apparatus is Out of Order*—Principals should devise effective substitutes for the electric signal apparatus in case it fails to work properly; (hand bells, messengers with cards or other arrangements,) and should keep, by practice, such alternatives up to efficient operation.

14. *Instruction in Giving Signals*—The principal should assure himself that all the teachers and the janitor and his assistants are able to reach and to operate properly the fire-drill signal apparatus. Cards of instruction posted in each classroom are recommended, directing that upon discovery of the fire, notice should be sent immediately to the place designated for sounding the fire-drill signals, and that a messenger at the same time be sent to the principal with the information that there is a fire in the building.

15. *Signal by Officials*—It is my opinion that inspection of a fire-drill by persons not members of the organization of any particular school may be obtained with sufficient facility by applying to the principal or to his authorized representative. With this view I have asked those whose duties include the inspection of fire drills to consider that the sounding of a fire-drill signal by an outsider may involve inconveniences like breaking up an examination, repeating a drill just given, etc., so that the loss is greater than can be justified. I have hopes that the readiness of every principal to assist such officials in the discharge of their duties will secure to each school the courtesy of application to its proper representative. It should, however, be thoroughly understood that upon receipt of a signal from the fire-alarm signal station the dismissal signal is to be given at once as if there were an actual fire. Principals are to provide for this procedure.

16. *Testing Apparatus*—The Superintendent of Buildings and the Fire Commissioner, desire that the fire-drill signal apparatus shall be tested every morning prior to the occupation of the building by pupils and teachers. Principals should obtain from the janitors daily written reports upon the condition of this apparatus. In case it is out of order,



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written report of the nature of the defect should be communicated without delay to the Deputy Building Superintendent for the Borough. In testing the buttons in closed boxes, do not break the glass, use the key.

17. *Signal to Fire Department*—The principal should ascertain that teachers, janitors and assistants know the location of the signal box and how to operate it. This apparatus is tested by the Fire Department; not by representatives of the Department of Education.

18. *Control*—Every fire drill should be, for principal and teacher, an exercise in school management. Complete control of a class so that the teacher may form its ranks quickly and silently, may halt it, turn it, direct it, as she wishes, is the chief purpose of the drill. The signal is for the teacher. From start to finish, the class should be under her direction. Running, breaking of ranks, talking by pupils, are unnecessary. The teacher need not lead the line or follow in the rear. She should be wherever she can best control.

19. *Speed*—The pressure brought upon us for rapid egress should not effect a loss of the more desirable purpose of safety first. Loss of life in crowded buildings almost invariably comes from lack of control. Running, especially on the stairs, increases liability to falls and to impairment of a teacher's command of class. Most of our buildings can be emptied in three minutes without running. The time lost is usually between the sounding of the signal and the start of the slowest class.

20. *Wraps, Books, Etc.*—In this climate it is almost always possible to select some day every fortnight when the brief excursion to the open air involved in a fire drill can be made without danger. If such a day cannot be found in any particular period, it is a simple matter for the principal to have the children put on their street clothing before the fire drill signal is given. Books in a fire drill are likely to be dropped. The children stoop to pick them up. Retardation, and possibly danger, results.

21. *Lines*—Out-marching lines should not intersect or take unnatural or circuitous routes.

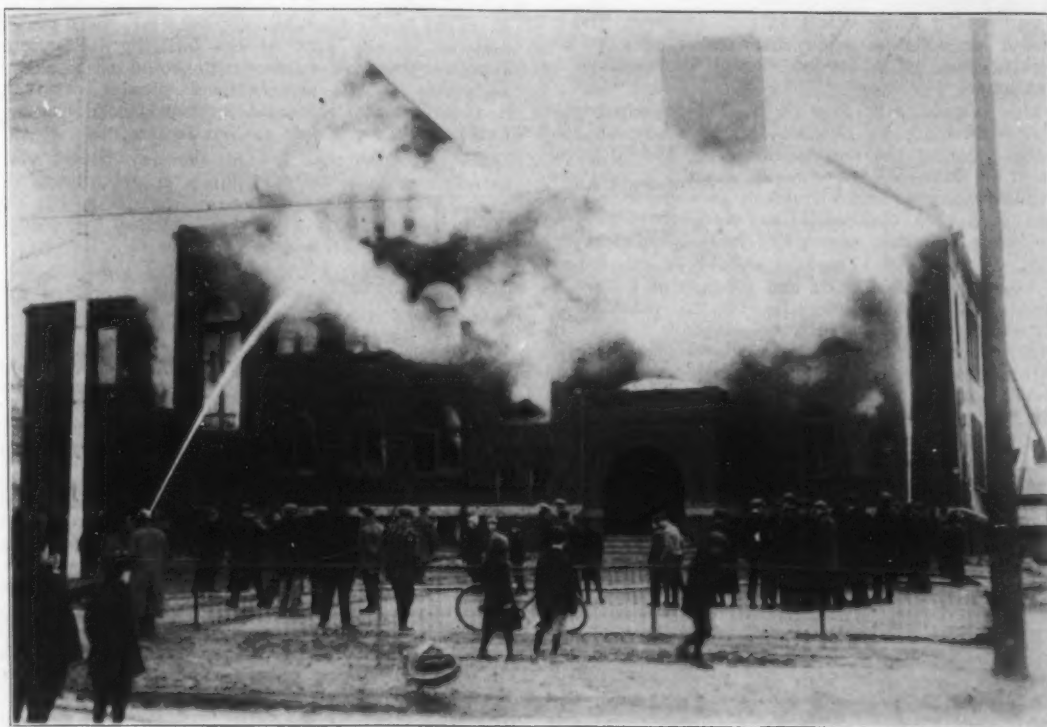
22. *All Out*—Provision should be made for an inspection of each floor to see that no persons are left in the building.

23. *Special Cases*—Principals should see that teachers give special care to children physically incapacitated.

24. *To the Street*—A fire drill should be a simple, safe and speedy egress to the street. Basements, auditoriums, covered playgrounds and other places not in direct line of exit when used as termini accustom the pupils to action inconsistent with requirements in case of real perils and, should speedy dismissal from these places be necessary, the danger

of panic is too great. After reaching the street the pupils should be halted at such points as will permit the approach of fire engines and the use of street hydrants. There should be ample space before all the street doors of the building.

25. *Street Traffic*—Those principals who have monitors instructed to run with printed signals



THE BRUNSWICK, ME., HIGH SCHOOL IN FLAMES.

That the question, Is fireproofing of schoolhouses worth while? must be answered in the affirmative, is the experience of the city of Brunswick, Maine. Early on the morning of January 21st, a fire broke out, and by the time the first fireman arrived, there was a lusty blaze in the basement where the waste paper was kept.

In brief, the fire spread thru the ventilating flues and wooden partitions, and the entire building was gutted. The loss is estimated at \$40,000, while the insurance amounts to \$28,000. It will cost nearly \$60,000 to duplicate the building and its contents.



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"Fire Drill—Please Stop," or with red flags, to the intersections of the streets which lead to the buildings, set a good example for all. Teachers and janitors should be instructed to prevent vehicles from driving thru the lines. A municipal ordinance makes it a misdemeanor to interfere with a fire drill. Means of identifying offenders together with the names and addresses of witnesses should be reported to the principal.

26. *Going Home*—Only in case of actual fire or danger or when a rapid dismissal occurs at the regular close of a session should the children be sent home.

27. *Inspection of Fire Drill*—The principal with what assistants he chooses should study his fire drills, locating the responsibility for special excellence or deficiency in control, marching, posture, promptness, etc., and should in subsequent conference give such commendations and corrections as are likely to repair errors and increase efficiency.

28. *Class Drill*—Teachers should be encouraged to use regular dismissals and passage of classes to assemblies, etc., as exercises in the promptness, control, etc., requisite in a superior fire drill. The principal should test teachers in such parts of the drill as can be done without encroaching upon other school work of as much importance. Special mention of particular classes for excellence in fire drill is advantageous.

29. *Posture*—A fire drill, and especially the return, is an excellent occasion for practice of the habits of good posture in standing and walking emphasized in the schools. "Stand-tall." The school is on parade and should show to best advantage.

30. *Noon Recess*—Principals should make regulations for emergency dismissals during noon recesses.

31. *Report*—On each monthly report the principal is to record date, hour and duration (minutes and seconds) of fire drill.

32. *Fire Extinguishing Apparatus*—The principal should as often as is necessary ascertain that the teachers, janitors and assistants know where the fire extinguisher, hooks, axes, etc., are and how to use them. The use of hooks and axes is restricted to the janitor and assistants. The first duty in case of fire, is sending the alarm to the station in the office from which the fire-drill signal is given.

33. *Two Schools in One Building*—In buildings containing more than one school, the district superintendent will designate the principal or acting principal who is to have general direction of the dismissal exercises. In such buildings simultaneous rapid dismissals of both schools should be held with sufficient frequency to insure rapid and safe exit of all.

34. *Inflammables*—Accumulations of scrap paper or other waste combustible material must not be allowed in any part of the building. Stores of supplies that are combustible should be made inaccessible to all unauthorized persons. No inflammable material should be placed on or near any fixture used for gas or electric lighting.

35. *Assemblages*. 1. On the day before your closing exercises, or any public entertainment engaging your pupils, have a rapid dismissal drill, the children starting from the positions they will occupy at the public exercises.

2. Do not allow anyone to stand or sit in passageways or exits, except persons detailed as guards. This rule should be observed even if the audience is thereby limited.

3. After the people are assembled have their attention called to the exits and to the necessity of unexcited egress in case of emergency.

4. Apply to the nearest police station to have two policemen detailed to your school during the exercises.

36. *Excellence*. Most of the schools observe most of the features enumerated above, but there is not one of these details mentioned that has not been neglected by one or more schools since September, 1914. It is evident that one child killed or maimed in a fire drill would bring a sorrow and remorse to avoid which the most strict and detailed regulations governing this serious school exercise are worth all the trouble they entail. There are few single duties more indicative of able schoolmastery than that of maintaining in a large organization a prompt and orderly fire drill.

37. *District Superintendents*—On visiting schools, whenever practicable, District Superintendents should witness fire drills and comment to the principals upon them with respect to quality of control, promptness, form, posture and provision for safety. District Superintendents should call for

this circular, examine the entries upon it and write their comments.

38. *Fire Prevention*—The Fire Commissioner has now in the press, an attractive pamphlet entitled "Fire Prevention Lessons for Use in the Schools of New York." It is illustrated with striking photographs dealing with actual conditions. A copy will be supplied by the Fire Commissioner to each public school teacher in the city. On receipt of this book, you are requested to make arrangements for regular instruction in fire-prevention lessons as important civic instruction.

### HIGH SCHOOL ADMINISTRATION.

Normal, Ill. Courses in bookkeeping, business correspondence and commercial geography have been introduced in the commercial department of the high school.

Goshen, Ind. Courses in household science and current history have been introduced in the high school.

Ogden, Utah. The public school system has been reorganized on the six-and-six plan. The seventh, eighth and ninth grades have been combined to form a Junior High School and the three upper classes of the regular high school form the Senior High School.

Adrian, Mich. The school board has reorganized the public school system on the six-and-six plan. The change goes into effect in September, 1915.

Newburyport, Mass. To eliminate tardiness and interruptions to classes, the high school faculty has ordered that students who are tardy in arriving must secure an "admit" slip from the office. Those who fail to do so, must remain away from classes until the opening of the next session.

Globe, Ariz. A Student Activity Association has been organized in the six-year high school with the result that balance, unity and strength are given to school affairs. The association has seven officers, consisting of three members from the school faculty and four from the student body. The membership fee is \$1, which entitles the holder to admission to all athletic contests, school plays, debates, oratorical and reading contests and musical programs.



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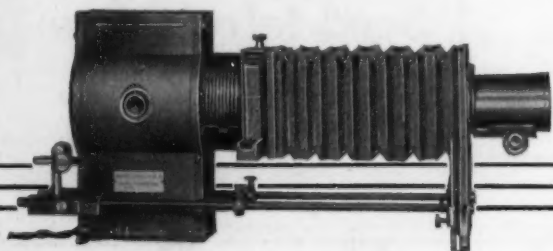
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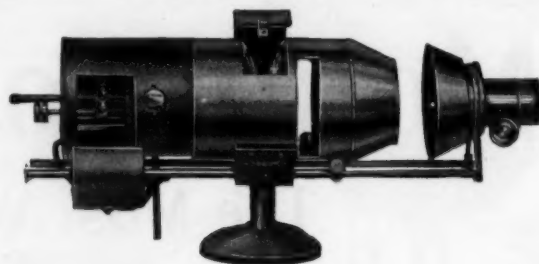
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## SCHOOL LAW



### SCHOOL CLUBS MAY BE PROHIBITED.

An interesting decision, affirming the authority of school boards under the Pennsylvania laws, to prohibit secret societies and other harmful organizations, has been recently rendered by the Circuit Court of Alleghany County. The case arose in Coraopolis where the board of education prohibited in November, 1914, the organization of student societies without the consent of the faculty of the high school or the authority of the board of education.

In January, 1910, the Coraopolis board suppressed a Greek letter fraternity, composed of eighteen or twenty boys in the high school. After suspension, the "frat" was dissolved and the students returned. On January 31, 1910, a resolution was adopted by the board prohibiting all societies and organizations without the permission of the faculty and of the board. In November last, the resolution was enforced after it had become apparent that four clubs had come into existence, made up in part of high-school students. Three of the clubs voluntarily disbanded but members of the fourth, the Chlmt Club, refused to obey on the plea that the organization was purely social in character. The board, therefore, ordered the suspension of the seven boys involved, and they brought suit, thru their parents, for an injunction.

The court, in its decision, makes clear that the board has full control of all student activities affecting the discipline of the school. It reads in part:

The complainants contend that this club is purely social in character, that it is not connected with the school work and that the said severance is illegal and an unwarranted interference with their rights. The defendants contend that the said club is an organization of

members of the said high school or of the junior class thereof and that it interferes with school work by distracting the minds of the members from their studies and that the said suspension is authorized by section 405 of said School Code.

The complainants pray that, by a preliminary injunction, the defendants be restrained from expelling the said minors from high school privileges.

The relevant portions of the section of the School Code upon which the defendants rely as authority for their action are as follows: "405. The board of school directors in every school district of the first and second class shall and in every district of the third and fourth class, may prescribe, adopt and enforce such reasonable rules and regulations as it may deem proper regarding \* \* \* the original management, supervision, control or prohibition of school publications and organizations or societies or the members of any class or school and may provide for school publications and organizations the suspension \* \* \* in the case of any pupil who violates any of such rules and regulations."

This section clearly authorized the school board of the district to deal with organizations in a class or a school under its control. The board is empowered to adopt and enforce such reasonable rules and regulations as it may deem proper regarding the prohibition of organizations of the members of any class or school.

This language is plain and needs no interpretation. The board may prohibit any organization among pupils which "it may deem proper" to exclude. That is to say, its judgment and discretion in the matter are well nigh absolute. It may take such measures as it may determine are necessary to secure the greatest good to the greatest number of young persons who are being educated under its control. Of course, the rules and regulations a board adopts must have reference to school affairs, but these rules are not restricted to acts which occur within the school or within school hours. The statute makes no limitations. It has been elsewhere held that school authorities have the power even without any statute, such as we have, to punish for acts committed after pupils have returned home, which would have a direct tendency to impair

the authority of teachers.—State vs. School District, 135 Wis. 619. Bolding vs. States, 23 Texas 172.

Much more, then, may a school board take action when the power is expressly given as it is contained in the section above quoted.

There can be no question that this "Chlmt Club" is an "organization" of certain members of the Coraopolis high school. It is not pretended that the faculty or the board of directors consented to its formation. That the activities of this club have interfered with the school work is clear from the evidence and that it may stir up jealousies in the high school prejudicial to its welfare is altogether likely. Particularly is this true in view of the fact that other similar organizations have already developed. Certainly it is not clear that the school board of Coraopolis has transgressed its authority. Its judgment as to what is reasonable must prevail until the contrary is plainly shown; and considering the facts and circumstances, we cannot now say that its acts are unreasonable.

It was argued that the resolution adopted by the board January 31, 1910, above quoted, was not a rule or regulation. With this contention we cannot agree. It was not an absolute prohibition but it was a regulation requiring the consent of the faculty or of the board before the formation of a club or society. Hence, it was an assertion and a retention of control over such matters by the school authorities. At all events the adoption of the resolution of November 9, 1914, was an affirmation of the action previously taken and was a proceeding strictly within the section of the School Code to which reference has been made.

In view of the foregoing, the motion made by the complainants must be refused.

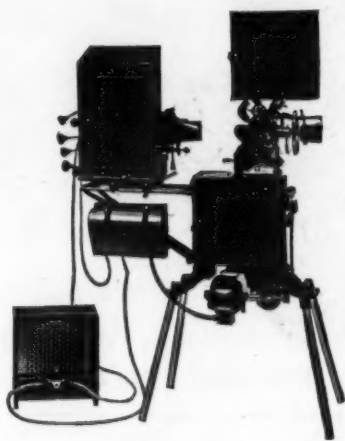
### LEGAL NOTES.

A question of the right of a teacher to maintain discipline in the school even if corporal punishment must be resorted to in order to maintain such discipline, was decided by a jury in the county court at Joliet, Ill., when the case of Howard A. Craig, principal of the Frankfort, Ill., public school was heard. The teacher had corrected Raymond Woods, of the Illinois Children's Home and Aid Society of Chicago who is



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are far reaching and in the educational field it has been received with instant and pronounced favor.



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a ward of Andrew Schroth also of Frankfort, whereupon the foster parents instituted suit alleging the teacher had beaten the child unmercifully. Mr. Craig stood trial three times and was acquitted in every case. The case has been finally settled. Had the teacher been fined, educators thruout the county as well as the state had feared that it would have meant a serious blow to school discipline, as many of the pupils in other schools said teachers had no right to punish them and they could do as they pleased.

The vindication of Mr. Craig is considered a boost for school discipline.

Persons who rent a room in a school (city) district and occupy it occasionally, are not legal residents of the district and thereby entitled to school privileges for their children, according to an opinion recently given by Judge W. W. Jacobs, solicitor of the Harrisburg, Pa., schools.

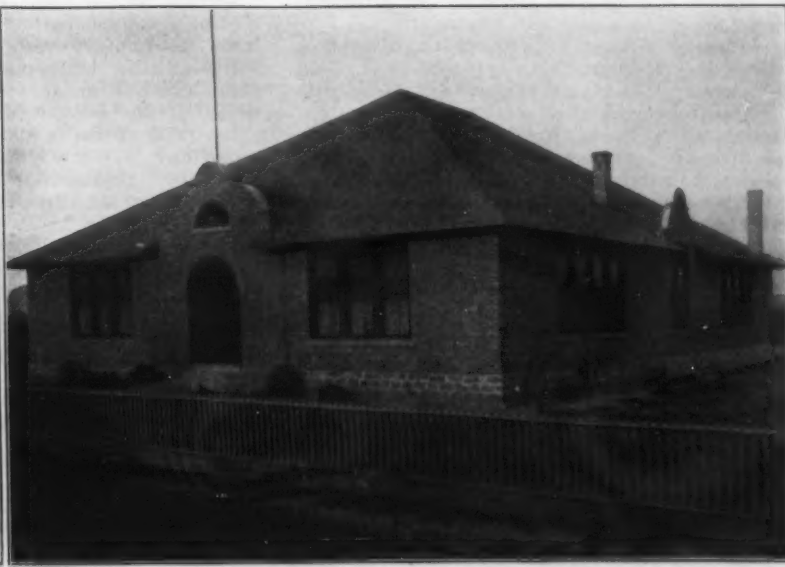
"Unless a man is separated from his family," Judge Jacobs says, "his residence for school

purposes is the place where his family is domiciled. The residence of the family is the most important factor in determining the real residence. A child's school residence is at the home of its parents and not a room which might be rented for occasional use."

The opinion is the result of the discovery that a number of suburban residents rented rooms in Harrisburg in order to escape the payment of tuition.



ALAMEDA SCHOOL, DISTRICT NO. 3, ALAMEDA, N. M.



FOURTH STREET SCHOOL, DISTRICT 13, OLD ALBUQUERQUE, N. M.

### THE COUNTY SCHOOL SUPERINTENDENT.

The county school superintendent of today is not a closet philosopher or a birch wielding taskmaster like his predecessor of the middle nineteenth century. He is a man of affairs, an energetic promoter of education, a strong public executive, and, if need be, even an architect and builder of schoolhouses. And with all his activities, he is none-the-less a true schoolmaster—a superior teacher.

A concrete illustration of the manner in which a county superintendent will grapple with a situation is found in Bernalillo County, New Mexico. New school buildings were badly needed two years ago in several districts of the county, and while funds were available, architects were not easily accessible. This did not stop the county superintendent, Atanasio Montoya, from urging the erection of the buildings.

With the approval of the school boards, he drew plans and specifications, assisted in the

letting of the contracts and supervised the construction.

The Fourth Street School is a four-room building, located on a two-acre plot, and cost \$6,000. The Alameda school is slightly smaller and cost \$5,120. Two of its four rooms are separated by a folding partition so that they may be used for school assemblies and community meetings.

Since completing the above buildings, Mr. Montoya has planned and built two further schoolhouses.



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## Pennsylvania State School Board Convention

The Pennsylvania State School Directors' Association met in Harrisburg, during the first week of February, for a two days' convention. Addresses were made by prominent educators on general educational and administrative topics. Dr. J. George Becht, secretary of the Pennsylvania State Board of Education, discussed school architecture and lectured on the essentials of a good school. Dr. Samuel Hamilton, of Allegheny County, spoke on peace and education.

Mr. Charles S. Foos, superintendent of schools, Reading, Pa., discussed some present evils of the school system, declaring himself for a broadening of the functions of education.

Mr. Harry A. Boyer, president of the Association, discussed financial school administrative problems, pointing out particularly, shortcomings in the general laws of the state by which the middle classes are discriminated against at the expense of the wealthy. In part, Mr. Boyer said:

"Go where you will, and you will find in 99 cases out of one hundred, that the people whom the director serves are very much asleep when it comes to a sound, businesslike criticism of the workings of the school board. They look at the mill rate of taxation and make great complaint, never looking for a moment at the other side of the question—the assessed valuation, the source from which revenues are derived, which is really the big bug-a-boo.

"Mediaeval methods cannot succeed amid modern facts. Every public servant, with any sense of manhood and honesty, desires to be economical wherever and whenever he can. With such a man it is, 'Gather up the fragments that remain so that nothing may be lost.' A director would be foolish, indeed, were he to load the taxpayers with an unusually burdensome tax when he, as most of us do, pays taxes himself. You cannot make me believe that the complaints so often heard come from the fact that the cost per pupil is too high with respect to instruction received, but it does come from the fact that the property owners are paying a high mill tax rate. The assessed valuation of property is originally unfair and viciously wrong. Just think of the taxable property in a city like Harrisburg, with

all the improvements seen everywhere you go, placed at \$49,000,000. It should be at least twice that much, if the spirit of equity were manifest. In a growing section of our city, well within the city limits, there is a plot of ground, ten acres in area, assessed at \$1,850 per acre. You cannot buy an inch of this land for less than \$5,000 per acre. On a portion of one of the above plots, a lot 126 by 190 feet, is an old farm-house that has been remodeled. This portion of the land, with its improvements, is assessed at \$9,300. With a little mathematics, you will find that about one-half an acre is valued at one-half the value of the entire fourteen acres, or a fair value ratio of one to six. Along one of our semi-important thoroughfares, is a plot that is assessed at \$7,900. One of our city commissioners was asked, not so long ago, the sum of \$20,000 for this ground.

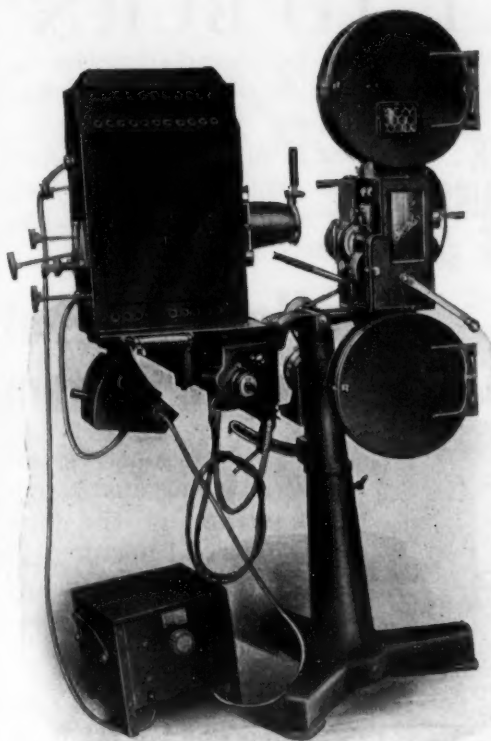
"This is 'looking thru the glass darkly.' On the other hand, the small property owner—the individual who has by thrift and economy accumulated sufficient money to buy a little home—is assessed full value and, in many cases, more than could be realized thru the sale of his property. The property of the small owner, as a rule, is valued by a far higher standard than that of his wealthy neighbor. It is no wonder that, in their desperation, they should attempt to stem the current, in ignorance of the impossibility of the task. Just here comes to mind Walpole's saying that 'it is safer to tax a landed gentleman than a wealthy landowner, because landed gentlemen are like the flocks upon their plain, who suffer themselves to be shorn without resistance: Whereas the wealthy part of the nation resembles the boar, who will not suffer a bristle to be plucked from his back without making the whole parish to echo with his complaints.' These people have a perfect right to complain about the condition which certainly does exist, but it would seem that all things should be taken into consideration and the responsibility placed where it rightfully belongs. The School Code is one of the most comprehensive and complete examples of codification in existence. It is wonderfully elastic in its provisions for better

education. There are some persons in every community that will take full advantage of every opportunity that suggests itself in these provisions; but, unfortunately for the school director, every one of the 'special' provisions costs money, and that is what I, as a director, find the very hardest to raise. These new functions mean fresh expenditures, and these expenditures mean increased taxes.

"The only solution to this rather complex and annoying situation is the adoption of a fair and equitable assessment, on an honest business principle—state wide, if possible, for the more far-reaching its extent, the more satisfactory the results. There is also need of a careful revision of the exemptions that are universally granted, and certainly a more practical and effective way of reaching the non-property owner, who enjoys all the privileges of a public school system, in many cases not paying a penny toward its maintenance and, at most, only one dollar per year, in avoiding the payment of which he becomes the 'artful dodger.'

"But one conclusion can be reached. The burden of taxation is being borne by the middle class. The extremely rich are escaping because the assessors seem to be afraid of large figures; the corporations are escaping because they are paying so-called exorbitant state tax; and the law offers a 'soothing syrup' in the way of generous exonerations. 'The barnacles' of civilization, that element of humanity that gets everything in life, out of life, and thru life by hanging on to something else, are escaping because they have nothing of value to assess. My idea is, that one of two courses be pursued, the object being to lower the mill tax rate of taxation. It seems to me that a full value assessment on land and improvements would be a logical and effective way to solve the problem. Another way, not quite so practical, but certainly more fair than the present system, would be to ascertain the earning or productive powers of the land, plus improvements, and assess the value on the basis of an investment, bearing ten per cent interest. This plan has been in practice in some of the larger cities and from all accounts, works out very well, for official documents tell us that 'the class of property that escapes taxation most





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can the manufacturer of the *Simpler* Projectors guarantee quality?

### FIRST:

RAW MATERIAL is the best that can be bought, regardless of cost.

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PROCESS OF MANUFACTURE proceeds, step by step, with care and precision. Planned as a result of experience in the production of Projectors which dates back twenty years to 1895.

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ORGANIZATION. Consulting Engineer, Mechanical Engineer and Superintendent, with experience of twenty years, each in his own particular field of activity, are all made to realize that the first consideration is a product that is absolutely perfect.

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TEST of each process or small assembly; test of each mechanism; and, finally, test of the assembled machine set up complete for packing.

The final test, however, is that the *Simpler* does the work that it has been guaranteed to do.

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317 EAST THIRTY-FOURTH STREET

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is the class of property that pays the largest dividends.

"Practically, the general property tax as actually understood, is beyond all doubt one of the worst taxes known in the civilized world. It reduces deception to a system and makes science of knavery. It presses hardest on those least able to pay it; it imposes double taxation on one man and grants entire immunity to the next."

Legislative proposals demanded the greatest attention and interest of the convention. A decided stand was taken against the county-unit plan of administration.

Seventeen recommendations of the legislative committee of the body were passed by the directors. Nine of these recommendations are new and eight were recommendations made at last year's meeting. The new recommendations are, in part, as follows:

Opposing legislation to remove the schools further from the direct control of the people, and disapproving plan of local school government known as the county-unit system, whereby schools will no longer be controlled by local school boards, but from the county seat.

Permission for school boards to employ agricultural, manual training and domestic science teachers.

That township schools receive the same amount of appropriations from the State as high schools in boroughs.

Repeal of laws requiring school boards to pay State tax on all school debts, funded or bonded.

Urging the preservation of form of school code by having all new acts submitted as sections and when the meaning is changed in any way by action of courts, that the language be made to conform.

The old recommendations are as follows:

That names of all candidates for school director shall appear only on a nonpartisan ballot; recognition of properly organized training schools for teachers be granted; increased appropriation for maintenance of public schools; the inclusion of fire escape regulations in the school code; amendment of the code providing a stenographer for county superintendents three days a week. In counties having less than 400 teachers and a regular stenographer in counties having more teachers; opposing any law whereby any con-

secutive employment of teacher in district school shall constitute permanent employment or life tenure of said teacher in said school district; oppose passage of law for compensation of school directors for attending meetings of school board; oppose change of present law affecting compulsory vaccination.

The following officers were elected:

President, J. Newton Rhoads, of Reading; vice-presidents, Dr. Cameron Shultz, of Danville; Mrs. Thomas G. Cooper, Landsdowne; D. J. Thomas, Scranton; secretary, D. D. Hammelbaugh, Harrisburg; executive committee, Charles A. Magee, Easton; S. R. McClure, Braddock; W. G. Davis, McKeesport; Dr. R. J. Yost, South Bethlehem; H. A. Boyer, Harrisburg; legislative committee, M. H. Henning, Wilkesbarre; T. G. McGee, Altoona; Dr. J. D. Orr, Leechburg; James Wuchter, Allentown; A. E. Bunaford, Wilkesbarre, and H. M. Lessig, Pottstown.

#### The Secretaries' Association.

Problems of business administration occupied the attention of sixty secretaries of school boards who met just previous to the School Board Convention. Purchasing methods, accounting, the number of committees and similar topics formed the chief subjects of the discussions. The officers elected are:

W. J. Flynn, of Erie, president; Charles H.

Meyer, Johnstown, vice-president; William T. Norton, McKeesport, treasurer; D. D. Hammelbaugh, Harrisburg, secretary.

#### JOHN JASPER DEAD.

John Jasper, for 31 years superintendent of schools in New York City, died in his apartment at Washington, D. C., on February 7th. The body was taken to New York for interment. He was 77 years old.

Mr. Jasper's connection with the New York schools was continuous from the time he entered as a pupil in 1842, until his retirement in 1902 on an annuity. He was appointed superintendent of schools in 1871 and retired after the formation of the Greater City. He initiated many reforms and was in his time one of the strongest city superintendents and a leading thinker in school administrative reform.

He is survived by his wife, three daughters, Mrs. Bayard W. Russell, Mrs. Charles P. Gale, and Miss L. May Jasper; and one son, Joseph H. Jasper, all of New York.

#### HEATING AND VENTILATING.

The economy of attending to the adjustment of heating and ventilation in schoolrooms is pointed out in a circular, addressed by Supt. R. J. Condon, of Cincinnati, to the teachers of the city schools. Dr. Condon writes:

"I wish to emphasize again the value of fresh air and proper temperature in the schoolroom as a necessary condition for effective teaching and learning; and to ask teachers to maintain a temperature of not over 68 degrees and to see to it that their rooms are at all times supplied with an abundance of fresh air—reporting to principals whenever there is any difficulty in either direction. In the end it will be found an economy of effort to take the time necessary to properly regulate these matters; for much of a teacher's time is wasted if she tries to teach in a poorly ventilated or overheated room."

Crawfordsville, Ind. Spanish has been added to the course of study for the high school. Twenty students have enrolled.

Wilmington, Del. The school board has ordered that Spanish be introduced in the high school.



JOHN JASPER.

Formerly Superintendent of Schools,  
New York City (Manhattan).





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## Johnson's Lightning Eraser Cleaner

A MECHANICAL DEVICE TO CLEAN BLACKBOARD ERASERS

This economical and sanitary machine will thoroughly clean from 4 to 24 erasers of any size or kind in three minutes.

It adds life and efficiency to the erasers and eliminates the old time unsanitary practice of beating them on a hard surface that removed only half the dust.

### A SANITARY TRIUMPH

It keeps your school room cleaner and more healthful.

After investigating the merits of

## JOHNSON'S LIGHTNING ERASER CLEANER

you will recognize the need of this effective and serviceable machine.

Write for circular illustrating and describing this **SANITARY TRIUMPH**. No school building should be without one. It is endorsed by the leading educators of the country.

Manufactured by

JAMES LYNN, 14 East Jackson St.,  
Chicago, Ill.

**American Seating Company**

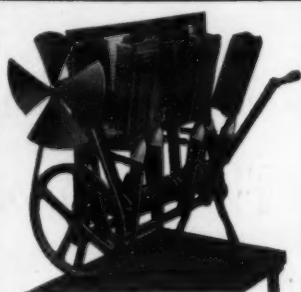
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Machine Open

## "BUILT TO BURN"

is the proper inscription to be placed over the entrance of the vast majority of our present school buildings.

Year after year thousands of dollars go up in smoke and the lives of innocent children are placed in danger.

### MARCHED OVER BLAZING STAIRS

Panic Prevented at the Rice School.

About 700 Pupils Leave the Building in Two Minutes.

Fire in Basement  
Small

But for the principal Lincoln, a panic would have been a part of the scene in the school building at the Rice School, Chicago, Ill., when a fire broke out in the basement. The fire was discovered by the principal, who immediately gave the alarm. A blaze of waste paper, a portion of which had been used for fuel in the stove, had started under a stairway. While passing through the principal saw smoke in the stairway. The teachers had seen the principal making his way toward where the smoke came from. A moment later the signal for a fire drill was given by Mr. Owen and inside of two minutes every one of the 700 pupils had fallen into line and marched to the street in perfect order, taking positions which would not interfere with the firemen when they arrived, as Mr. Owen had given an alarm from box 231, located on the outside of the building. Several hundred of the children had to march directly down over the stairway which was on fire. The flames had eaten their way through the wood-work close to the wall and the smoke was spouting through the crevices where the children, who happened to be the youngest of the pupils, swung out of the hallway in perfect order. While the school was being evacuated, the smoke rolled in clouds from the open doors, windows, and through the corridors and stairways. The principal said:

## The Holtzer-Cabot Fire Alarm System

is the only guarantee against a repetition of the Collinwood horror. A stampede means sure death to innocent children.

Do you want to be responsible for the death of one innocent child?

If you don't, write today for Bulletin No. 15101 J.

**THE HOLTZER-CABOT ELECTRIC CO.**

Boston Chicago New York Baltimore



### PUBLIC KINDERGARTENS IN MAINE.

The first public kindergarten in Maine was established in Portland 31 years ago. Last year that city had nine public kindergartens with seventeen teachers and a pupil registration of 430. Following Portland by seven years, Biddeford established a public kindergarten and since that time similar action has been taken by Saco in 1894, by Bangor and Lewiston in 1898, by Augusta and Skowhegan in 1905 and by Winslow in 1913. Last year there was a total of thirty public kindergartens in Maine with fifty teachers and pupil registration of 1264. Commenting on this phase of the school system, the Maine school report says:

"Unfortunately the movement for the establishment of kindergartens has been retarded by an impression that institutions of this kind are unduly expensive. It is doubtful whether a close analysis of the figures would prove that there is justification for this impression. In any event, the kindergarten has so fully justified its function of providing the most logical and natural method of covering that transition period from the home to the school, and as an agency for adjusting the child to his new social relationships, that its introduction into our school systems may well be more energetically urged."

### LENGTH OF THE TEACHERS' SERVICE.

More than forty per cent of the teachers in Louisiana change places each year, according to State Supt. T. H. Harris, who has undertaken an active campaign for increasing the tenure of teachers. The problem which prevails more or less, thruout the country, is recognized as most serious.

Discussing the local situation, Dr. Harris says: "Complaint is pretty general in all the states

that teachers do not remain long in the same position, but wander about from place to place.

"The following is the situation for Louisiana, excluding New Orleans where the teachers are somewhat permanent in their positions:

In the same position

Ten years, or more.....	2.14%
Five years, only.....	2.76%
Three years, only.....	9.49%
One year, only.....	54.07%

"Excluding the beginners who are teaching their first session, these figures show that more than forty per cent of the teachers in the state, outside of New Orleans, swap positions every year. It seems reasonable to assume that a teacher who remains at one place for a number of years would grow in usefulness from session to session, and, therefore, that the right teacher in the right position should be retained as long as possible."

As a solution, Dr. Harris suggests that an effort be made to hold teachers by making their positions congenial and by assuring them of permanence during continued successful teaching. By far, the strongest incentive which Dr. Harris advocates, is increased salary, where school boards are able to pay the same.

### AMONG BOARDS OF EDUCATION.

A campaign for reducing the membership of the Worcester, Mass., school committee from 30 to seven or nine members, has been conducted by several civic and educational organizations for some months past and has culminated in a bill introduced in the state legislature of Massachusetts.

For the purpose of educating parents upon the advantages of permitting their children to remain in the public schools until they had completed the high school courses Superintendent J. M. Gwinn of the New Orleans public schools instituted what he called a "Stay in School Campaign." One week was set aside for the campaign and school officers, prominent citizens and women interested in the schools were organized to conduct meetings and deliver addresses to parents and pupils. Some 95 public meetings were held at which more than three hundred addresses were delivered upon the importance

of the child being permitted to receive the full benefit of the courses offered in the schools. From the department of educational research conducted by Dr. David Spence Hill considerable data upon the number of pupils that leave school before completing the courses and why they left school was used in the campaign. Mr. Gwinn stated that while it is impossible to ascertain the results of the campaign at this time he is of the opinion that it was effective.

Boston, Mass. A time clock has been installed in the office of the assistant secretary of the school board. The clock will record the arrival and departure of all employees.

Aurora, Ill. A special room for backward pupils has been conducted in the East Side schools with great success. One-half of the day is devoted to books and the remainder to manual training. The class usually averages about fifteen students which makes it possible for the instructor to give individual attention and permits the children to advance rapidly.

Pawtucket, R. I. The school board has passed a resolution giving the secretary authority to grant work certificates to children who withdraw from the schools to enter some occupation. The change relieves the truant officer of the clerical duties and allows him more time for outside work.

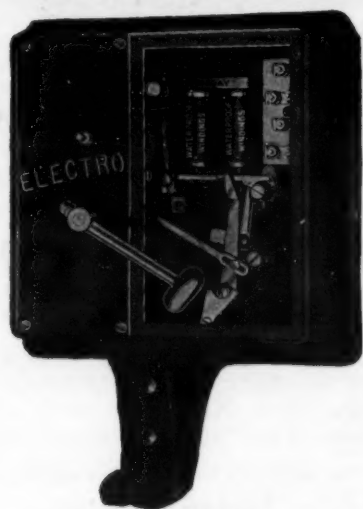
Council Bluffs, Ia. The school board has adopted a resolution to the effect that the exercises of commencement week shall be simplified. The board makes itself responsible only for the regular exercises and commencement sermon and urges that the girl students select a simple, inexpensive dress to be worn on both occasions. The resolution follows a suggestion of the Parents' and Teachers' Club of the High School and is intended to reduce the unnecessary expense of graduation day which has grown until it has become an evil.

The school board of Winnipeg, Canada, has installed a motion-picture machine in the schools for visual instruction in the subjects of geography, history and natural science and for illustrated lectures and motion-picture exhibitions. It is planned to invite University professors to deliver a series of evening lectures, to which the parents and the general public will be admitted.



# FARADAY FIRE ALARM APPARATUS

For Schoolhouse and College Buildings



Mechanism of Faraday Fire Alarm Gong, Electro-Mechanical Type



Faraday Electro-Mechanical Gong. From 6 to 18 inches diameter.

**FARADAY FIRE ALARM APPARATUS** is the **BEST** on the market and yet costs no more than inferior apparatus!

No improvement in schoolhouse or college buildings is more cordially endorsed and approved by the whole community than first-class **ELECTRICALLY-SUPERVISED** fire alarm systems.

Don't allow the old-fashioned fire alarm system that's **NOT** electrically-supervised to remain in your buildings, for just when there's a necessity for prompt alarm it may not work.

We make a specialty of interior fire alarm systems for new or old school building work—systems from the simple open-circuit vibrating gong type to the closed-circuit, electrically-supervised code-ringing type—which is guaranteed to **NEVER FAIL**. If at any time, on any part of the system, anything should happen that would interfere with proper operation of the apparatus, a positive and instant notification is given by ringing of "trouble bell" in office of either principal or janitor (or both) as desired.

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Engineering advice free if you'll specify that contractor shall use **FARADAY FIRE ALARM APPARATUS**.

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## American Teacher Arrested as Spy! Helped BY THE T.C.U.

Miss Elizabeth P. Allan, a member of the American Commission to investigate Vocational Education in Germany, was arrested as a spy in Mayence, Germany, followed to the police station by an angry mob, and was so terrified that she suffered a nervous collapse.

During her illness following this harrowing experience, Miss Allan was paid cash benefits by the T. C. U., the National Organization for Teachers. She says that her T. C. U. pin helped to prove her American citizenship and to save her from being shot as a spy.

While you may be in no danger of being shot as a spy, you are in danger of sickness, accident and quarantine.

One teacher in six is disabled from these causes annually. It is a real danger which you cannot ignore.

Let the T. C. U. protect you from the financial loss resulting from these misfortunes. We will pay you \$50 to \$100 a month when sick, injured or quarantined, \$1,000 to \$4,000 for accidental death, and numerous other benefits. The cost is trivial.

Your name and address on the coupon below will bring full particulars and other interesting information by next mail. Don't wait. Act NOW while you are still well!

### TEACHERS CASUALTY UNDERWRITERS, Dept. S. B., Lincoln, Nebr.

Without obligation or expense to me, please tell me more about the T. C. U. and what it will do for me.

(Name) .....

(Address) .....

### THE CINCINNATI CONVENTION.

(Continued from Page 21)

of the character indicated by the name of the Department, and that we suggest that the By-Laws of the Association be amended, if necessary, so as to secure such limitation.

II. *Resolved*, That the President of the Department appoint a Committee of five to consider and report at the next meeting a plan for such an extension of the organization of the Department that professional relations shall be made adequately defined and professional interests shall be promoted not only at the regular meetings but also during the interval between meetings.

III. *Resolved*, That the Department heartily endorse the organization of Bureaus of Efficiency and Educational Measurement as adjuncts to the Superintendent's Office. The constant investigation of school problems by permanent school officers is far more effective than any other form of scientific study. It is to be recognized that temporary commissions are in some cases justifiable. The Superintendent or the Board of Education should be in a position at any time to call in impartial professional advisers in case they find that school interests require such special discussion. Professional aid from without will, however, be for the most part unnecessary if the regular supervisory staff together with the teachers have been active in constant studies of the types which can be carried on by the permanent bureau of efficiency.

IV. *Resolved*, That the Department commends most heartily the activity of the Bureau of Education in issuing special bulletins reporting the results of the educational investigations. The range of subjects covered and the great body of valuable information thus made available to the teaching profession justify in the judgment of the Department, an extension of the support which the Federal Government gives to the work of the Bureau.

V. *Resolved*, That the Department recognizes the urgent need of provision for the more complete training of teachers in service. The familiar devices of teachers' institutes and sporadic lectures, do not adequately meet this need. State Departments of Education and

local communities should be urged to make provision for regular, systematic training both in technical professional lines and in general subjects.

VI. *Resolved*, That we note with approval the increasing tendency to establish, beginning with the seventh grade, differentiated courses of study aimed more effectively to prepare the child for his probable future activities. We believe that as a result of these modifications a more satisfactory type of instruction will be developed and that a genuine economy of time will result.

VII. *Resolved*, That in the judgment of the Department it is of the greatest importance that support and encouragement be accorded to night schools and continuation schools organized for the training of adults. The dissemination of intelligence in a cosmopolitan population like that of our country demands not only that the children of the nation be educated but also that educational opportunities be offered to many of the older members of the community, especially where adequate opportunities have been withheld in earlier years.

VIII. *Resolved*, That we heartily approve the increasing attention which is being given to the hygienic and sanitary problems of the rural school and bespeak for the recommendations of the Committee on Health Problems in Education of the Educational Council, the most widespread publicity thru the United States Bureau of Education and all other suitable mediums of publicity.

IX. *Resolved*, That we again reaffirm our declaration favoring a national university and note with pleasure the fact that the Fess Bill establishing such a university has been favorably reported to the House of Representatives. We trust that this action indicates the eventual passage of this or similar legislation.

X. *Resolved*, That the legislation which is pending in the Congress of the United States for the protection of children of school age from undesirable employment, deserves most careful consideration. We recommend to the Bureau of Education and Bureau of Child Welfare that they, as the representatives of the educational profession, co-operate in promoting all national legislation looking towards this end.

XI. *Resolved*, That in view of the commonly

observed fact that the bringing of popular recreational, social and civic activities within the jurisdiction of the school authorities tends to purify them and to elevate their character, we believe that such employment of the school machinery should be regarded as essentially educational, and recommends to all boards of education that they include extension activities in their regular programs.

XII. *Resolved*, That we reaffirm our belief in the efficacy of the small Board of Education as the most satisfactory method of administering public schools.

XIII. *Resolved*, That we express our appreciation of the action of the various railroad associations which gave to this meeting the open rate, thereby securing to our members a very considerable saving in expenditure for transportation.

XIV. *Resolved*, That we express our appreciation of the hospitality extended to the Department by Superintendent Condon, the Committees and the citizens of Cincinnati, of the courtesy extended by Mr. and Mrs. Charles P. Taft, by the Trustees of the Art Museum, the management of the Rookwood Pottery, of the Municipal Hospital, the High School Teachers' Association, the Chamber of Commerce, and the other clubs of the city.

We especially thank the May Festival Chorus and the Cincinnati Symphony Orchestra for the complimentary concert and the orchestra and glee clubs of the Woodward and Hughes High Schools, for the most excellent music provided.

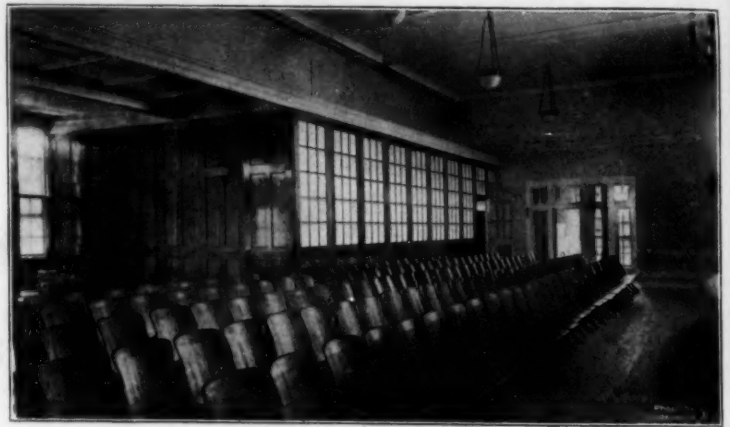
XV. *Resolved*, That the thanks of the Association are extended to President Snyder for the most excellent program presented at this meeting.

XVI. *Resolved*, That we commend the hotel managements for the many special courtesies provided.

XVII. *Resolved*, That we thank the press for their excellent reports of the meetings of the Departments.

Respectfully submitted,

CHARLES E. CHADSEY, of Michigan.  
NATHAN C. SCHAEFFER, of Pennsylvania.  
BEN BLEWETT, of Missouri.  
JAMES W. KENNEDY, of New Jersey.  
CHAS. H. JUDD, of Illinois.



PUBLIC SCHOOL No. 4, RIDGEFIELD PARK, N. J.  
Ernest E. Sibley, Architect

### Points of Interest

The glass partition shown above is a portion of a 72-foot partition, while the wooden cross partition is used to divide the remaining space into class rooms. All are

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having these advantages: Glass, wood or slate panels—Occupy minimum space when folded—Shuttle doors fold with partition—No corner posts required—No floor obstruction—Floor action without overhead hangers.

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See 1914 Sweet's Catalog. Page 944.

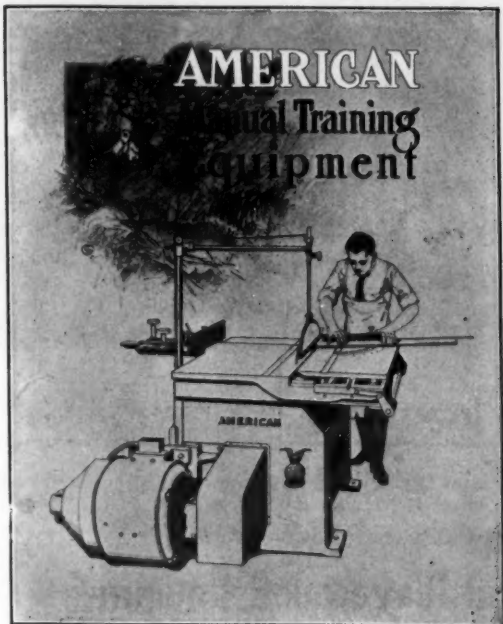
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# ANNOUNCEMENT



WE desire to say to all Superintendents of Schools and members of school boards having to do with Manual Training that our new Catalog of Wood Working Machines for school work is now ready for distribution, and that everyone interested is entitled to a copy.

This book has been designed with a view to assisting the teacher, to some extent at least, in his class work. It contains illustrations of how to operate wood working machines, taken from life poses of students at work. It shows detail plans of how machines are constructed and floor plans, giving the order of arrangement of tools in the wood working division of a modern school which has the most complete wood working machine equipment in the country, — The Buffalo Technical High School.

It is a book that you cannot well afford to be without, for it will render you valuable assistance if you are considering the installation of wood working machines in your school. Your request for a copy will be complied with gladly.

## American Wood Working Machinery Company

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The attendance at the convention, as has been said, was the largest in the history of the Department. Secretary Springer's enrollment on Monday morning indicated that all previous records would be broken and this proved to be true. Bruce's Bulletin listed approximately 2,451 schoolmen, publishers, representatives, etc. On the last three days of the week the Ohio delegations came in in force while Cincinnati alone enrolled 144 persons. The following tabulations by states are exceedingly interesting:

Maine	7
New Hampshire	3
Vermont	5
Massachusetts	50
Rhode Island	10
Connecticut	18
NEW ENGLAND STATES.....	
New York	93
New Jersey	104
Pennsylvania	80
Delaware	162
Maryland	3
District of Columbia	19
	23
NORTH ATLANTIC STATES.....	
Virginia	391
North Carolina	25
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Alabama	26
Mississippi	24
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SOUTHWESTERN STATES.....	
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Indiana	144
Illinois	140
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Minnesota	47
Iowa	37
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Nebraska	11
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	30

MIDDLE STATES.....	1120
Montana	6
Wyoming	2
Colorado	16
New Mexico	1
Arizona	1
Utah	10
Nevada	0
Idaho	3
Washington	3
Oregon	7
California	3
WESTERN STATES.....	
United States	52
Canada	2052
Foreign	2
	1
Publishers, Commercial Representatives, Etc.....	396
GRAND TOTAL.....	2451

The National Society for the study of Education elected the following officers: R. J. Condon, Cincinnati, president; J. C. Bell, University of Texas, vice-president; D. B. Waldo, Kalamazoo and Harry B. Wilson, Topeka, members of the executive committee.

The official representative of the San Francisco Fair, at the meeting, was Mr. Arthur H. Chamberlain, who spoke from the platform and in the lobbies. He declared that the advance enrollment for San Francisco is the largest which the Association has ever had, previous to the first day of March. The reservations made by the several lines of railroad running into San Francisco, indicate that the International Congress of Education to be conducted by the N. E. A. will exceed in membership and interest everything that has been undertaken in the past.

### The Commercial Exhibits.

No doubt the commercial exhibits added very materially to the atmosphere of the convention. It was questioned for years whether a well organized commercial exhibit under competent management might be made a feature of the meeting of the Department of Superintendence.

However at Cincinnati an entire wing of the large Music Hall was completely filled with

exhibits that were educational in several meanings of the word. Schoolmen who came to learn certainly found an array of physical equipment the like of which has never been gathered under one roof. Mr. C. E. Hoyt the chairman of the Commercial Exhibit Auxiliary of the N. E. A. deserves great credit, not only for the display itself, but for the competent management which won him praise on all sides.

And so a great convention has passed into history never to be forgotten. It is now up to Detroit and President Shawkey to continue a great work in a great cause.

The Society of College Teachers of Education elected as president, Charles H. Judd, University of Chicago, and as secretary-treasurer, G. M. Wilson, Kansas State Agricultural College.

The Teachers' Agency as an educational aid received fit attention. The program of addresses held on Wednesday of the convention week showed clearly that the better agencies are determined to discredit the unworthy agency and to set up a high standard of ethics in their business and professional relations with teachers and school authorities.

The most novel of the exhibits was the living class which went thru its regular studies for a period or two each morning and afternoon in the booth of the Langslow, Fowler Company, using the Moulthrop Adjustable and Movable School Chair.

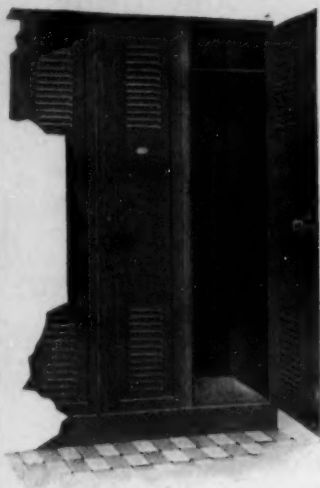
Not the least of Cincinnati's contributions to the Department was an extensive display of school work. The manual training work collected by Mr. E. A. Christy attracted attention for its great variety, for the originality and spontaneity of the projects worked out in the several school buildings.



## WHEN YOU SPECIFY Steel Clothes Lockers

for your school, club, or for any other use, specify

### HESS, STYLE B



There are many reasons why this locker is most suitable for all clothes locker purposes. We can't say much here, and what we might say, in print, wouldn't convince you to any great extent.

### But We Will Show You

If you are buying or specifying lockers we will deliver, RIGHT IN YOUR OFFICE, free of all expense to you, charges prepaid, a finished sample showing the construction and finish of our lockers. You can examine it carefully and return at our expense, the carrying charges to be paid at this end. Then you'll know what GOOD lockers are like.

You can see and test our FRAMELESS CONSTRUCTION, NEW WELDED, TUBULAR, PANEL DOOR, without a rivet or bolt showing—the NEW STEEL PIVOT HINGES and REINFORCED CORNERS—YALE LOCKS, BEAUTIFUL BAKED ENAMEL FINISH. In fact, you'll see a high class locker at a low class price, which will surprise and delight you. SAY YES, we'll do the rest.

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## "The Best Investment We Ever Made!"

That's what you will say if you invest five minutes right now in investigating this proposition.

We've just issued a big, complete, illustrated book on—

## Park and Playground Equipment

It shows the newest and best materials ever produced for developing better, healthier children.

You need it. It will save you money and bring you dividends.

Get the book and our proposition now. Invest just enough time to investigate. Begin your letter right now to

## American Playground Device Co.

600 Factory Place

Anderson, Indiana

Formerly Terra Haute, Ind.



Progress in handling the problem of backward children is indicated in figures recently made public by the Little Rock, Ark., school department. In four years, from 1910 to 1914, the percentage of over-age children has dropped from 37.2 per cent to 23.5 per cent and the rate of reduction has been steadily growing. During the same time, the children who are in advance of their age, have increased from 3.6 to 8.3 per cent.

This desirable improvement, according to Supt. J. W. Kuykendall, is largely due to three causes:

1. More attention to the individual pupil on the part of teachers, more perfect records of the child's personality and progress, and therefore better judgment of the individual needs of the child.

2. More flexible classification, made possible by half-year promotions, and promotions at any time that the interests of the child are served thereby.

3. The summer schools, giving opportunity for progress to retained children and to strong children capable of advanced work. By this means 86 children have been promoted to high school in the three years of the summer schools and their places in the grammar grades taken by those promoted from below.

Supt. Frank H. Beede, of New Haven, Conn., has opened a series of conferences for teachers in the grammar grades and the high school, to study the problem of high school withdrawals and to provide a remedy for the same. Supt. Beede believes that co-operation between the grades and the high school, and helpful advice and encouragement on the part of the teachers, will do much toward creating an incentive in the students to remain after the first year has been passed.

The teaching corps of Highland Park, Mich., has made plans to attend the next annual meet-

ing of the Michigan State Teachers' Association at Saginaw, in a body. They attended the last meeting of the association, held at Kalamazoo, in a body, and enjoyed themselves greatly. After their return home, they were informed that the board of education had decided to pay the railroad fare of every teacher who had attended.

The Gulf Coast Teachers' Association will hold its annual meeting at Kingsville, Tex., March 26-27. The Gulf Coast Press Association will meet at the same time and place. A number of prominent editor-educators have been secured for addresses at the joint meeting. These include William H. Mayes, ex-president of the National Press Association, at present dean of the School of Journalism, University of Texas; Clarence Ousley, formerly editor of the Fort Worth Record, at present director of the Extension Department of the A. and M. College of Texas; Dr. H. T. Musselman, Editor of the Texas School Journal and Magazine of Methods.

A "Stay-in-School" Campaign was recently conducted in the public schools of New Orleans, La. One week was devoted to the campaign activities and an effort was made to obtain twice as many students in the high schools and grammar grades, and to create in them a desire to remain longer in school.

The features of the program were the visits made by the children of the grammar grades to the high schools and by the high school students to the universities. They were shown the splendid construction and equipment of the respective institutions and the devices for recreation which were to be found in them. Parents were invited to entertainments given under the auspices of the mothers' and teachers' clubs, and noted speakers were obtained to talk upon the necessity of keeping the children in school until they are sufficiently trained to be of service.

St. Paul, Minn. The school board has ruled that new principals who are to assume their positions in September, shall pursue a special summer course at the State Agricultural College during the vacation months.

Scranton, Pa. An advisory committee has been appointed by Supt. S. E. Weber to plan a simplified course of study for the elementary schools. An attempt will be made to place the

emphasis on the essential subjects, eliminating a great deal of the unnecessary material of the textbooks. Teachers in the respective schools will be consulted in the selection of the minimum essentials for spelling, arithmetic, grammar, geography, reading and history. It is the opinion of the school authorities that the work of the committee will be of great value to the children in making it possible to master certain elementary school subjects.

A conference of college presidents, high school principals and city and county superintendents of Des Moines was recently held at the school offices. The conference sought to bring about better co-operation among school and college officials and to acquaint them with the work being done in the schools and colleges. Those present included:

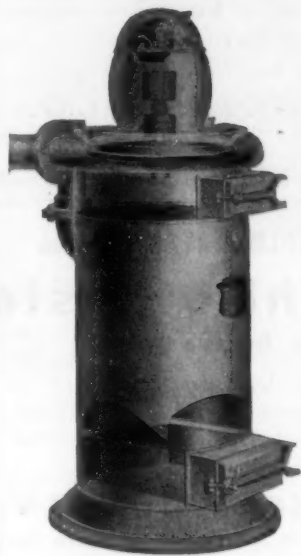
President H. M. Bell, Drake University; President J. A. Earl, Des Moines College; President G. P. Magill, Highland Park College; Supt. Z. C. Thornburg; Assistant Superintendent J. W. Studabaker; Miss Pearl Jarnette, County Superintendent of Schools, and the principals of the East, West and North High Schools.

## SAFETY FIRST INSTRUCTION IN JOLIET.

A unique system of instruction in the public and parochial schools of the city of Joliet, Illinois, on "Safety first" has just been inaugurated thru the instrumentality of the Chicago and Joliet Electric railway which has caused to be published and is furnishing the teachers with a series of 20 articles prepared by the superintendent of the city schools, heads of the city departments and the Chicago and Joliet Electric railway. The articles in question will not be read to the pupils directly but will be used as a basis for safety talks to be given by all the teachers every Friday afternoon. The subjects as indexed are as follows: 1, Meaning of Safety; 2, First facts by the fire chief; 3, Health and happiness; 4, Suggestions by the chief of police; 5, Danger from live wires by the city electrician; 6, Keep on the sidewalk; 7, Keep away from wagons and automobiles; 8, Trolley cars are dangerous; 9, Better safe than sorry; 10, Help others; 11, Dangerous fun; 12, Be thoughtful;



# A Spring Suggestion.



The problem of school building is now being considered in all parts of the country by school boards, school officials and architects. It is without question that the year 1915 promises to be an unusual school building year.

OUR SPRING SUGGESTION is that all persons interested in schoolhouse construction, make careful inquiry about the vacuum cleaning system which is to be installed later on in the year.

## VACUUM CLEANING HAS COME TO STAY

and it's only a question whether sanitary or insanitary schools are to be built; whether in spring the health of the children in the fall is to be considered. The destiny of many lives lies in your hands--you school builders.

The Tuec System of Vacuum Cleaning for schools removes dust and dirt with all attendant germs and disease spreaders. After years of experimentation we have evolved a system which thoroly cleans schools to the satisfaction of school boards, superintendents of schools and physicians.

May we tell you about the Tuec School Tool? Drop us a line today--now.

The United Electric Co., 7 Hurford Street, Canton, Ohio

13, Thoughtfulness; 14, Those who seek excitement court danger; 15, The cruel giant; 16, Ed's mishap; 17, The safety button's soliloquy; 18, Safety everywhere; 19, First aid; 20, Fair play.

These articles are timely and are being inaugurated just at the right time for a number of serious accidents have befallen school children while coasting this winter. The article on "Dangerous Fun" covers this subject well and points out the great dangers which lurk about hills which are crossed by tracks or much traveled streets when such hills are used for coasting purposes. The lesson brings out forcibly a case of a schoolboy who while coasting ran directly in front of the rear wheels of a street car and had his foot cut off. If he had only thought of safety and had not coasted near a street car track he would not be a cripple today.

In beginning these safety talks the children have been told the meaning of "safety first" in such a manner as to make an imperishable impression on their minds.

The question has been asked the pupils "What is the meaning of safety? It means to be careful, so that you will not get hurt. You do not want to get hurt, of course not."

The children are being taught that they can be careful if they think and act right, and to think and act right they must remember what is told them.

They are cautioned when they go home from school or from home to school to use the sidewalks and crosswalks, but not to walk or run in the middle of the street.

The children are urged to tell their parents what they learn in school about safety and also to impart the knowledge gained to others.

In his article on fire facts the fire chief warns the children against playing with matches. The children are warned that if they light a fire with gasoline they might just as well say their prayers. Ten chances to one the flame will jump up and burn out their eyes.

In the article on "Health and Happiness" the pupils are given 20 excellent pointers on how to keep well, among these being a caution not to expectorate on the schoolroom floor, on steps, halls or sidewalks, and to report it to the teacher if they see others doing it.

The most important of the small things the pupils can do, but don't do, and some of them never think of doing, is cleaning the teeth. This should be done every day, night and morning. It will only take a minute and the teeth will be healthy and disease germs will not breed in the mouth.

The lessons furthermore teach the pupil thoughtfulness. It is shown that the number of people killed or hurt each year on the streets by autos, teams, motorcycles, street cars, etc., is almost equal to the number killed and injured in war. The worst of it is that 98 per cent of those accidents are preventable; 70 per cent of the 98 per cent happened because someone "didn't think."

Instructions in first aid to the injured are also given, thoroly covering common accidents.

The pupils are urged to play hard whenever the opportunity is offered. It means strong bodies, quick eyes and cool heads. But play should always be in a safe place--on the school grounds or some other place, free from the dangers of the streets.

All of these articles are copyrighted, 1915, by Ed. R. Smith, of Joliet, Ill. The school authorities figure that these articles will prevent many accidents. A number of serious accidents have already occurred to school children which might have been averted had they practiced "Safety First."

## PERSONAL NEWS OF SUPERINTENDENTS.

Supt. G. H. Sanberg, of Crookston, Minn., has been re-elected with an increased salary of \$2,500.

Ogden, Utah. Mr. Hyrum Pingree has been re-elected president of the board of education. Mr. Leslie Hodgson has been reappointed school architect for the ensuing year.

Supt. S. Henry Wolfe, of Minot, N. D., has tendered his resignation to the board of education to take a long-needed vacation. Mr. Wolfe has been at the head of the Minot schools since 1900, and his determination to withdraw has caused general regret in the community.

Supt. F. E. Lurton has been unanimously re-elected for the third term as superintendent at Detroit, Minnesota, and the salary raised to

\$2,250. He is also the newly elected president of the Becker County Agricultural Society.

Boise, Ida. Supt. Charles S. Meek has been re-elected for a three-year term.

Mr. C. C. Coleman, superintendent of schools at Brazil, Ind., has tendered his resignation and has engaged in business for himself.

Dr. W. C. Jacobs, superintendent of the Philadelphia schools, has been appointed a member of the Pennsylvania State Board of Education. He succeeds Governor M. G. Brumbaugh.

Wichita, Kans. The salary of Supt. L. W. Mayberry has been raised from \$3,000 to \$3,250 per annum.

Livingston, Mont. Supt. B. A. Winans has been re-elected for a three-year term.

Supt. F. L. Pinet, of Parsons, Kans., has been unanimously re-elected for a fifth term, and his salary increased to \$2,400.

Supt. H. B. Willson, of Topeka, Kans., has been re-elected for a two-year term.

## Supt. C. A. Krout Observes Anniversary.

It is fitting indeed that the schools and the public in general should pay tribute to a superintendent who has given the best part of his life to the business of teaching the children. Upon the completion of his twenty-fifth year of service, Supt. C. A. Krout of Tiffin, O., recently won the appreciation and thanks of the schools and press for the good work he had done.

The local daily newspaper, in commenting on the occasion, says: "Twenty-five years is a long time for an individual to devote to the profession of teaching in one community. To do so successfully, is a distinction which comes to few and which in itself argues well for the quality of service rendered."

"Supt. Krout came to the city in the more humble capacity of high school teacher. Without any other influence than that which merit commands, he forged ahead until he became the head of the schools, a position which he has held for the past fifteen years, during which time the advancement of the schools has been pronounced."

"Fortunate indeed will this city be if the schools are permitted to have the benefit of his guidance during the years to come."



## ROWLES' BORATED CHALK CRAYONS

Hygienic and dustless qualities make it most sanitary chalk on the market.



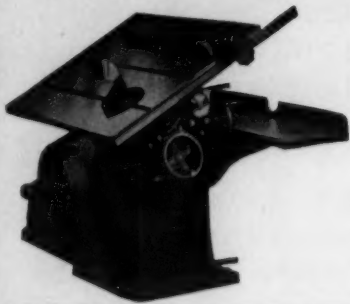
"Chalk Talk" tells you all about ROWLES CRAYONS. . . . Write for a copy and also for free samples of the crayons.

**E. W. A. ROWLES**

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### Give Your Students An Opportunity



to use practical wood working machines that are giving satisfaction in the most up-to-date and progressive factories. CRESCENT machines are the kind you should buy.

Send today for complete catalog telling about our splendid line of band saws, saw tables, jointers, shapers, planers, planers and matchers, borers, disk grinders, variety woodworkers, Universal woodworkers, swing saws.

**THE CRESCENT MACHINE COMPANY**  
6 Columbia Street LEETONIA, OHIO

### A SCHOOL MEMORIAL.

A notable school decoration has been completed in the Henry O. Sheperd school, Chicago, in the form of a beautiful memorial window placed in the main hall in honor of the late Henry O. Sheperd.

The window, of which an illustration appears on this page, shows the interior of a colonial printing plant in Philadelphia, together with portraits of Mergenthaler, the inventor of the lino-type, Scott, the great builder of printing presses, Benjamin Franklin, the first great American printer and publisher, and Henry O. Sheperd.

The late Mr. Sheperd was a successful American in whose honor a school might well be named, and to preserve whose memory a window like the present, is particularly appropriate. He was, for many years, a leader in the printing industry of Chicago and did much to establish high ideals of craftsmanship. His interest in the education of printers led him to found the Inland Printer Technical School. For many years he published the Inland Printer, a strong technical journal in its field.

The present window was erected in his honor by the Old-Time Printers' Association of Chicago.



MEMORIAL WINDOW, HENRY O. SHEPERD SCHOOL, CHICAGO, ILL.

## SCENERY

Before placing your order for Scenery, Stage Fixtures and Stage Lighting, write us.

We make a specialty of Scenery and Stage Lighting for High School and Parochial School Auditorium Stages.

ESTABLISHED 1889

REFERENCES: Any Kansas City Bank, R. G. Dun's or Bradstreet's Agencies.

**KANSAS CITY SCENIC CO.**

2331-33-35-37 Grand Ave.

KANSAS CITY, MO.



JELLITAC and COLD WATER produce

### Snow White Paste

for 7 to 8 1/3 Cents a Quart

Simply stir the powder into the water — the best and cheapest adhesive for school use. School boards furnished with a trial quart carton gratis.

**ARTHUR S. HOYT COMPANY**

90-92 W. Broadway

New York City

### RULES AND REGULATIONS.

North Yakima, Wash. The local high school faculty has amended the rules governing the participation of students in school athletics. A scholarship requirement has been added which provides that no letters of honor for activity in athletics shall be given, until after the final examinations of the semester in which the playing was done. Those who do not receive passing grades in at least three subjects, will not receive the emblems even tho they have fulfilled other requirements.

Chicago, Ill. The school board has eliminated the anti-frat pledges for high school students, replacing them with simple written acknowledgments, to the effect that the student understands if he violates the board's rules prohibiting secret societies, he will be expelled and will not be permitted to again attend the schools.

The school board of Pawtucket, R. I., has adopted a set of rules governing the duties of the chairman and the chief janitor. The operation of the system will obviate the listing and certifying of bills and payrolls by the school clerks and by the superintendent previous to presenting them to the finance committee. It also makes it possible for the chairman of the board to act for the members of the committee, eliminating the difficulty which has been experienced in submitting bills for approval.

The rules read:

He (the school committee chairman) shall approve all schedules of salaries and wages, provided that, however, in case of his absence or disability such schedules shall be approved by a majority of the committee on finance.

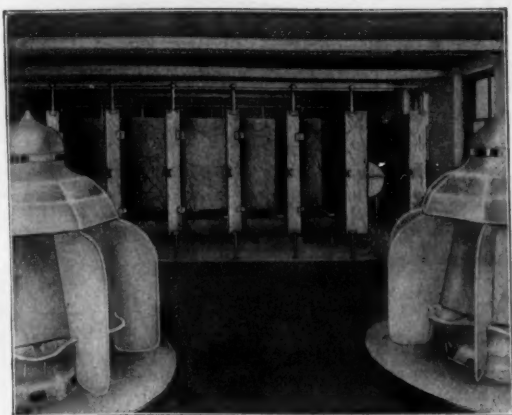
#### Duties of Janitors.

"Each janitor shall be under the general direction of the chief janitor. He shall be in attendance at the building or buildings assigned to him during all school sessions, and for such time before and after sessions as his duties may require. When a janitor is assigned to two or more buildings he shall divide his time between them as may be necessary, except when under special directions from the chief janitor."

Another duty of the janitors that has not been considered heretofore was relative to the cleaning of sidewalks about certain of the school buildings after a snowstorm. Janitors have always been required to shovel paths thru the school yards to the entrances, but at the buildings where the sidewalks are boundaries the snow has never been cleared for the benefit of pedestrians in general. The chief janitor now is invested with the power to instruct the janitors in this particular work. The revised section reads:

"He (the janitor) shall remove the snow from the walks about the school buildings and from all sidewalks designated by the chief janitor, promptly sprinkle sand upon the steps and walks when they are in a slippery condition. Sand is to be kept in the building for this purpose. When there is no snow he shall sweep the concrete walks when necessary and keep the yard clean at all times."





## How Did the First Ebinger Installed Toilet Room Impress You?

Instead of foul odors, the air was sweet and pure. Ebinger installations are thoroly ventilated; no odor can possibly escape except thru the ventilating duct in Urinals and Closets.

Instead of dirty fixtures, everything was clean and glossy

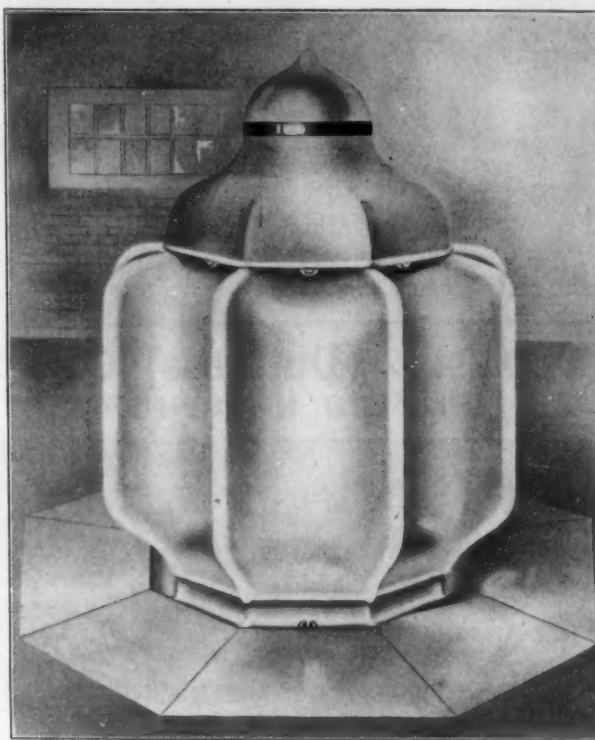
white—no wooden constructions—the heavy porcelain is absolutely non-absorbent and impervious. In all schools where Ebinger fixtures have been installed, the results have been many fold.

Our Octagon Urinal is, in itself, a monument of sanitary skill. It is a unit of eight stalls and ventilated from two points. Its economy of space, ornamental lines, lasting construction make it an indispensable organ for sanitary use.

Ebinger drinking fountains speak for themselves. Municipalities and public institutions where they are installed will vouch for our bubbling fountains.

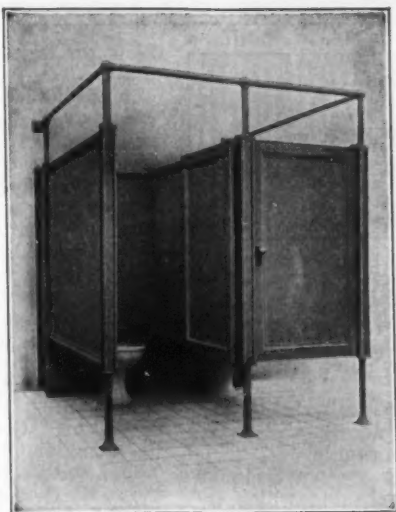
Give these matters your earnest consideration, then write for our catalog, or let our engineering department make suggestions and estimates.

Satisfaction will follow.



**The D.A. Ebinger Sanitary Manufacturing Co., Columbus, Ohio**

## MORE SANITARY — LESS EXPENSIVE



The Verdict of those who have adopted the

**NOKORODE**  
Vermitt Proof

### Closet Partitions

Made from Vismara Pure Iron; Rust Resisting, Corrosion Defying Metal.

A staunch, sturdy, dependable product; offering advantages both in the installation and service, not to be realized in the use of stalls constructed from other materials.

It will be necessary to carefully study details and specifications covering the "Nokorode" Sanitary Closet Partition, to gain a full appreciation of its value and understand its comparative low cost.

It has many distinct mechanical features; such as special adjustable floor flanges, permanently tight interlocking joints (rivetless) and reinforced posts.

Furnished without doors when desired.

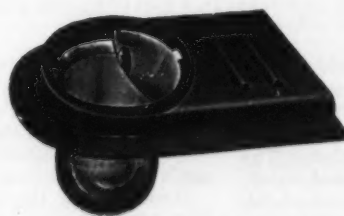
Equally adapted for Latrines, Dry or Individual Closets and Shower Stalls.

You can have full information for the asking

**Henry Weis Cornice Co.**  
KANSAS CITY

Write for  
Special Bulletin describing  
**WEISSTEEL**  
SASH  
FOR SCHOOLS

## You Are To Be The Judge In This Case



Pat. Dec. 12, '06  
Pat. Jan. 19, '06



Pat. Nov. 14, '11

Write for our free samples, and hand down your DECISION in the way of an order. Non-evaporating, dust-proof and noiseless; no hinges to break or corks to lose.

Write for free samples today.

**U. S. INKWELL CO.**  
Des Moines, Iowa



## Fresh Air Schools

Promote  
Highest Efficiency of the Individual

### CONSERVE

Your Resources  
by installing

### Packer-Rekcap Ventilators

Endorsed by School Officials,  
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## NATIONAL (Dustless) CRAYONS

For Blackboard Use

*Crayons*  
that contain NEITHER grit nor grease,  
NEVER scratch blackboards,  
write SMOOTHLY and EASILY,  
erase with least effort, and  
DO NOT POLLUTE THE  
AIR IN CLASSROOMS

SAMPLES FREE

**NATIONAL CRAYON COMPANY**  
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**EGSCHELCOE**  
The Standard Washable  
Dull Finish Oil Paint  
FOR SCHOOL  
INTERIORS

### Egshelcote Your Walls—

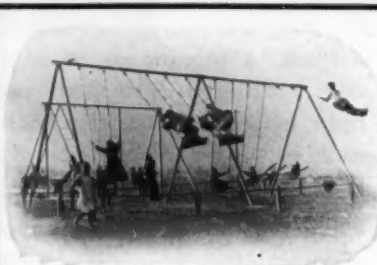
MAKE THEM BEAUTIFUL, SANITARY AND WASHABLE.

The soft dull tone of Egshelcoted walls is pleasing in appearance and beneficial in effect.

Used Nationally in Schools with Satisfactory Results.

Send for color-card and free sample

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## OUTDOOR PLAYGROUND APPARATUS

For Public Parks and  
School Yards

Medart Outdoor Playground Apparatus is made of steel, hot-galvanized. It is unbreakable either thru use, abuse or constant exposure, assuring that safety which must be guaranteed to the children.

Write for Catalog Y and our booklet "The Story of My Ideal Playground."

**FRED MEDART MFG. CO.**

Gymnasium Outfitters, Steel Lockers  
ST. LOUIS, MO.

# Building and Finance

### NEW SYSTEM OF ACCOUNTING IN ERIE.

The schools of Erie, Pa., are enjoying the benefit of a modern, scientific system of accounting prepared recently by Mr. W. J. Flynn, business manager of the board of education. The system is the result of a study of school conditions and school accounting in a number of important cities. It conforms to the uniform requirements of the Federal Bureau of Education, of the Census Bureau and of the Pennsylvania State School Department. It is far more than a mere system of bookkeeping, in that it not simply seeks to record receipts and expenditures, but also to give the school authorities absolute control on economies and wastes in the professional as well as the business administration of the schools.

School accounts, according to Mr. Flynn, require eight main divisions of expense: Administration, instruction, operation, maintenance, auxiliary agencies, debt and debt service, outlay for acquisitions and the construction of new, permanent property, and miscellaneous items. These eight main divisions take on a multitude of sub-divisions. Thus, under instruction, there is a division of teachers' salaries which is again divided into salaries for supervisors, principals, teachers and teachers' institutes. Each of these four is divided again into seven divisions: Day elementary, night elementary, day high, night high, special activities, special schools and special departments. Most of these sub-divisions are finally divided into a number of schools in which they are carried on.

It is evident that such close sub-divisions of expenditures in a system of accounting can only be handled by designating each account by a "Code Number" giving the first entry of every

expenditure a code designation, from which it automatically is transferred to the columns with the same code designations, in the books of the schools. In Erie, the accounting code has nearly one thousand divisions and sub-divisions of the main expense items.

Receipts for the schools are similarly divided into revenue and non-revenue accounts, and are sub-divided according to their source.

In use, the Erie accounting system includes a very careful method of purchasing which insures not only competition and the lowest possible market prices, but also standard quality in all items bought, and the safe and economical delivery of the same. The purchasing system goes a step still further, in that it controls the final disposition of worn out materials.

### BUILDING AND FINANCE.

Detroit, Mich. The sum of \$2,000 has been included in the school budget for the maintenance of indigent parents whose children are compelled to attend school. The step has been taken in accordance with the state law that where a child's earnings are needed to support his family, the attendance department of the city can compel him to be in school. The parents are to be paid a sum not exceeding \$3 per week in lieu of the amount the student might earn. A maximum of \$6 a week is fixed where more than one child in a family comes under the provisions.

State Superintendent W. F. Doughty of Texas has estimated the February apportionment of school funds to be \$1.50 per capita, or a distribution of \$1,500,000 among the public schools of the state. The total per capita apportioned since the first of the present school year is \$2.50, leaving \$5.50 to be given out during the remainder of the year. The total per capita of

\$8 is the largest in the history of the Lone Star State.

Johnsonburg, a borough of north-western Pennsylvania, with a population of about 5,000 and a school enrollment of 1,060, will begin at once the erection of a new school building, a loan of \$50,000 having recently been authorized for the purpose by a vote of nearly four to one. The new building will provide for the High School and also seven or eight grade rooms, together with auditorium and gymnasium. This building, together with the twelve rooms in two other buildings which are in good condition, will afford ample accommodations for the schools.

J. P. Brophy is the President of the Board, and W. E. Heckendorn the Secretary. The other members are Geo. H. Younger, C. E. Dauber, and E. F. Yost. Geo. W. Mitchell is the Supervising Principal and has filled the position since 1908.

The state school department of Oklahoma has proposed that a state school insurance fund be created for covering losses on school buildings due to fire, storm and water. Supt. R. H. Wilson estimates that the losses of school districts, during 1914, did not exceed \$35,000, while they paid out a total of \$150,000 in premiums. Complete statistics are being gathered and a study is being made of the state insurance plans of Kansas and of other states. A bill will be presented to the legislature with the findings of the department.

New York, N. Y. The school board has asked the city board of estimate for an appropriation of \$232,440 with which to provide fire protection for the public schools of the Borough of Brooklyn. It is said that practically every school in the borough needs more money to make it entirely satisfactory from a fire hazard standpoint.

The first and most important point, according to the fire chief, is the proper enclosure of stairway exits in fire resisting materials, with self-closing fireproof doors, to include all connections at cellar and floor above; the elimination from such stairways of all store room space, supply rooms or other fire hazards. Another proposed change is the removal of all clothes closets opening on halls or passageways, together with the removal of furniture of all kinds. Additional exit signs are also considered necessary.



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Wolff Closets are made of

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a non-absorbent, unstainable ware which will positively not craze.

Wolff Seats are of

**Extra Heavy Oak**

with Galvanized Cast Iron Re-enforcing Ring, which prevents warping, cracking and opening at the joints.



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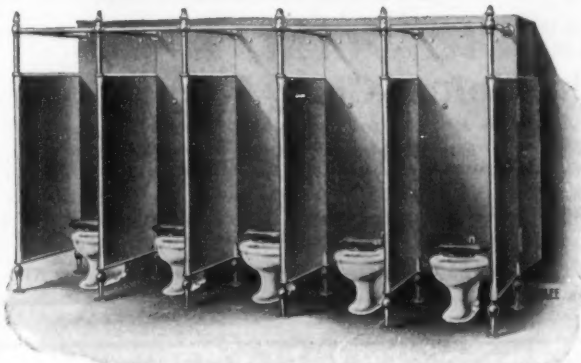
CHICAGO

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WASHINGTON, D. C., 1130 Woodward Bldg.



Send for School Closet Circular

Champaign, Ill. A recent report of the director of the high school lunchroom, presented to the school board, shows that the same has been more than self-sustaining. The cash receipts for the month of December were \$579.84, the liabilities \$507.20 and the net profit, \$72.64. During this time, 3,553 persons were served, the average daily attendance being 170 persons and the average daily receipt \$2.61. The average check amounted to fifteen cents.

Ashtabula, O. A new high school building is now being erected which is to cost approximately \$190,000. The building will contain a fine auditorium and gymnasium, and splendid rooms for manual training and domestic science. Mr. F. L. Packard, Columbus, O., is the architect. The building is to be completed for use this coming school year. Mr. H. C. Dieterich is superintendent of schools.

Figures compiled recently in the office of the state superintendent of Ohio shows that the state has \$93,712,933 invested in public school

buildings. During the past year, 221 new buildings have been erected at a total cost of \$5,625,336.

The school receipts amounted to \$33,842,185 and the disbursements amounted to \$36,455,378.

There were 1,271,443 children in attendance in the schools, who were taught by 30,358 teachers, at an average annual salary of \$400.

## A COMBINED SALARY SHEET AND PAY-ROLL.

The Chicago schools have been using, since the fall of the past year, a combined time sheet and payroll which has been found in use to be exceedingly economical and useful. The original sheet, of which a small reproduction is given on this page, is twenty-two by thirty-four inches in size and contains space for seventy-two regular teachers and seven substitutes.

In Chicago, the salaries of teachers are paid once every two weeks, the school month consisting of four weeks of five days each. In use, the principal fills in the names of the teachers,

the grade and number of pupils taught, the days present and absent, the dates and causes of absence, the names of the substitutes and such remarks as may be necessary.

On the Friday of the period covered by the sheet, the document is sent in triplicate to the office of the secretary who computes the amount of the salary due the teacher, the deductions for absence, the amount showing the deduction for pensions and the net amount to be paid. His clerks also enter the warrant numbers and the dates when the cancelled warrants are received. Space is left at the bottom of the report for the auditor of the board to make his certification.

In the past, the Chicago schools used a monthly time sheet upon which all names of teachers, days present and absent and other information were entered. The facts given on these sheets were then transferred to salary sheets and separate copies were made for the auditor, etc. The new sheet has been found a great economy in clerical work.

### BOARD OF EDUCATION OF THE CITY OF CHICAGO SEMI-MONTHLY SALARY SHEET AND PAY ROLL.

I HEREBY CERTIFY, That this is a true and correct statement of the attendance of teachers for the (FIRST/SECOND) half of the school month of \_\_\_\_\_ 191\_\_.

PRINCIPALS ARE REQUESTED TO READ CAREFULLY THE INSTRUCTIONS AT THE LEFT OF THIS SHEET, AND TO STRICTLY COMPLY THEREWITH.

#### INSTRUCTIONS FOR PREPARING

#### TIME SHEET PAY ROLL.

**TEACHERS' DUTY PAY.**—Teachers' duty pay will be included in exactly the same manner as attendance, namely, on reports from the principals to the Superintendent of Schools and also approved by the Superintendent, a roll for same will be made up in the Secretary's Office.

**SUBSTITUTE DUTY.**—All adjustments of salaries that have been found by the Board during both will be presented in the Secretary's Office on separate rolls.

**NO SUBSTITUTE EMPLOYED.**—In case an substitute is employed, in place of an absent teacher, a statement that an substitute was employed should be entered in the Chicago for Substitutes and Remarks. If this information is not furnished, the teacher's name will be omitted from the roll.

**COMBINED TIME SHEET PAY ROLL.**—A separate form of time sheet pay roll will be provided on which must be reported the necessary information for teachers whose names have been inadvertently omitted from the original roll of the forwarding complete data where same was not included in the original roll.

**CAUSES OF ABSENCE.**—In all cases of absence of teachers enter in the column provided therefor the date and cause of absence.

**CAUSES OF ABSENCE.**—Causes of absence should be briefly but explicitly stated. For example, "Illness of teacher" and in case of death of near relative the relationship should be stated. The teacher's name will be omitted from the roll if complete and definite cause or cause of absence are not included in the report.

**LEAVES OF ABSENCE, TRANSFERS OR REASSIGNMENTS.**—Whenever a teacher has left the school, on the next meeting time sheet pay roll, a report should be made in the proper column of the roll, i. e., either "resigned", "transferred to another school" or "transferred to another school" in which case the name of the school to which the teacher was transferred and the date of her transfer should be recorded. Also when transfers are required by transfer from another school, the name of the school from which the transfer was made and the date on which the teacher began service in the school should be recorded. Further, any teacher assigned to the school the date on which she began work under such assignment should be recorded.

To LEWIS E. LARSON, Secretary:

Chicago

Pay to the several Teachers named the amounts set opposite their respective names, the same being in full compensation for services rendered in the above named school for the two weeks ending \_\_\_\_\_

Principal

Secretary

NAME OF TEACHER	Grade Taught	No. Pupils	Days Present	Days Absent	Monthly Salary (See'y will insert)	Date of Absence	Cause of Absence	Salary for Half Month (See'y will insert)	Deductions for Absence (See'y will insert)	Salary Due (See'y will insert)	Pension (See'y will insert)	Net Amount Paid (See'y will insert)	Warrant Number	Canceled Warrant Returned	Name of Substitute or Remarks	Received Amounts set opposite my Respective Names
1 Principal's Office																1
2																2
3																3
4																4
5																5
6																6
7																7

FORM USED IN CHICAGO FOR COMBINED TIME SHEET AND PERMANENT PAY ROLL RECORD.



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SUMMER SESSION, 1915

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Strongest,  
Safest,  
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Most Popular  
Amusement Apparatus  
Ever Invented



Used  
in every  
Playground

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City of Chicago. Send for Catalogue.

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Economy  
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Write for purchase or rental outfits

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NEWS OF THE  
SCHOOL MANUFACTURERS"HEAVY DUTY" DOMESTIC SCIENCE  
EQUIPMENT.

A new catalog of domestic science furniture and equipment for "heavy duty" in schools, has just been issued by the Grand Rapids Hand Screw Company. To the school official and architect, who have given the problem of domestic science equipment only superficial study, the catalog will be a revelation because of the variety of cooking and sewing tables, supply cabinets, demonstration tables, display cases, etc., illustrated and described. Copies of the booklet will be mailed upon request of readers of the SCHOOL BOARD JOURNAL.

## REMOVE OFFICES.

The Century Company, whose offices have been a familiar landmark in Union Square, New York City, for more than a third of a century, removed in January, to the twelfth floor of a splendid fireproof building on Fourth Avenue. The new location is at Twenty-sixth Street and is particularly well adapted for publishing purposes. The building is entirely modern and has free light from four sides.

The removal of the Century Company recalls the very modest beginnings of the Century and St. Nicholas Magazines, in a little office at 654 Broadway, where the editors occupied two small

rooms, sharing them with the business and mailing departments. Since 1870 the firm has moved three times, on each occasion going in very much larger quarters.

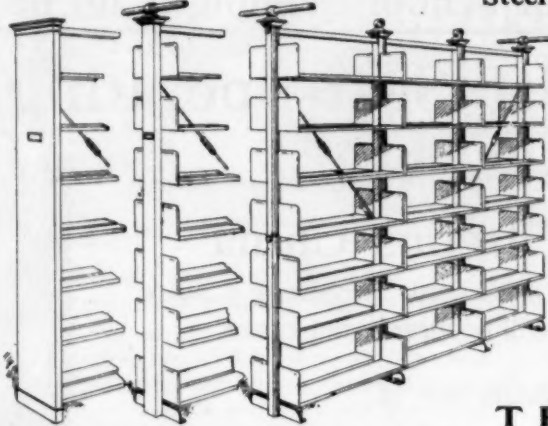
## REMINGTON SPEED CONTEST.

At the recent semi-annual "accuracy" contest, held by the Remington Typewriter Company to develop the idea of "accuracy with speed," two remarkable records were made by young women.

Miss Charlotte Klein, a student operator from the Spencerian School of Cleveland, wrote 60 12-15 error-proof words per minute for the quarter-hour, the best showing ever made by a student. Miss Myrtle Hagar, a more experienced typist, bettered the mark set by Miss Leibtag in



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Steel Shelving is  
Sanitary,  
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A Joy in Content, Picture, Method, Type

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## The Holton-Curry Readers

By M. Adelaide Holton, for ten years Supervisor of  
Primary Education, Minneapolis, and Charles M. Curry,  
Professor of Literature, Indiana State Normal School.

They represent the best that has been done—with the further enrichment of new spirit, new ideas, new method, and the most delightful artistic finish. They bring with them the spirit of youth and hope.

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## High School Graduating Exercises

Are rendered attractive and impressive by the use of

## CAPS and GOWNS

An economical uniform, saving time and money at a busy season; democratic in its unifying effect and appropriate in its academic significance. A trial will convince you of its practical value to your school.

WRITE FOR PARTICULARS OF SALE AND RENTAL

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ALBANY, N. Y.

the last contest by three words, writing 74 errorless words per minute for fifteen minutes.

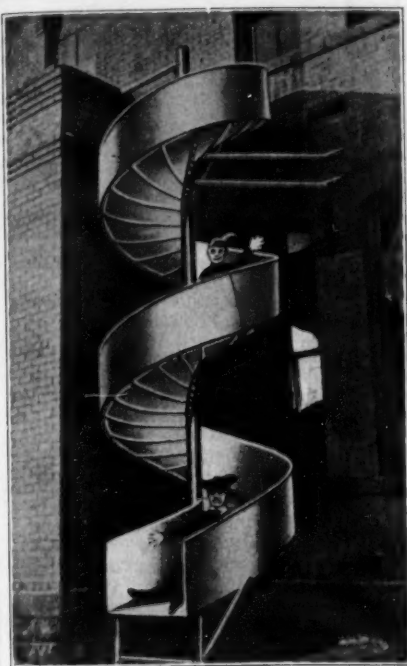
A significant fact in connection with the performance of these two operators is that the copy used was designed to represent matter such as might be met ordinarily in the day's work, and averaged 5 8-10 strokes per word. The copy used in the last world's championship contest averaged 4 7-10 strokes per word. On this basis Miss Hagar's record is equal to 91 errorless words per minute on "championship copy." Miss Hagar is strictly an amateur, a commercial stenographer, without special training on professional "speed teams" or with "speed experts."

More significant, however, is the fact that the results of the contest prove the soundness of the Remington Error-Proof Idea. The immense improvement in the marks of the contestants, any number of whom attained the speed and missed the accuracy only by one, two, three or four errors, indicates that the Accuracy-First idea has taken hold and its effect is being felt thruout the entire body of the country's typists.

## OCCUPY NEW BUILDING.

A new, fireproof building, which will double its factory and office facilities, has been occupied since February 1, 1915, by the Patek Paint Co., Milwaukee. The building is ideally located at 232-238 East Water Street, and has been equipped with entirely new, special machinery for producing the well-known Patek paint products. The new plant makes it possible for the firm to give prompt service to school boards in furnishing Egshelcote schoolroom wall finish and other school necessities.





## Slide To Safety

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can furnish means of recreation and amusement in performance of their duty to provide fire escapes.

School fire drills are looked forward to by the pupils with keen enjoyment. They know they are free from risk of injury when sliding down our

## SCIENTIFIC SPIRAL FIRE ESCAPE

so constructed as to ensure descent at a uniform and proper rate of speed.

**Eighty Children in Sixty Seconds** were lowered in one fire drill on our smooth-bottom spiral chutes. Think what this would mean in case of actual fire!

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Mechanism so well balanced that a child can operate.

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Failure to operate is impossible.

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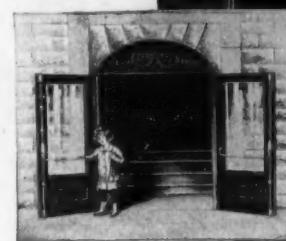
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### MR. REINHARD JOINS GRAND RAPIDS HAND SCREW COMPANY.

Mr. George F. Reinhard, for many years vice-president and sales manager of Oliver Machinery Co., at Grand Rapids, Mich., announced his resignation on February first, to accept immediately the managership of the machinery department of the Grand Rapids Hand Screw Company.

This is an important announcement in that, up to the present time, the Grand Rapids Hand Screw Company has confined its efforts exclusively to the production of manual training, domestic science and laboratory furniture. Beginning with spring, new models of all woodworking machinery for schools are to be announced, built entirely along new lines for school use exclusively.

This presages changes of vital importance in the machinery now understood as standard for the school field. Mr. Reinhard's many years of service to schools gives him such an acquaintance with school problems that some mighty interesting developments are expected.

Mr. Reinhard's school experience dates back to 1893, when he entered the employ of B. F. Sturtevant Company as traveling superintendent of construction, installing heating and ventilating power plants in high schools and other public buildings thruout the country. Later on he joined the sales force of the firm, devoting his attention largely to public contract work, particularly school work.

In 1907, he became Chicago manager of the Oliver Machinery Company, covering the most important territory which the firm controlled in the sale of its woodworking products.

While nothing specific has been made public concerning the plans of the Grand Rapids Hand Screw Company, it is understood that the firm proposes radical departures in the types and grades of machinery for manual training and domestic science schools. Just what the character of these machines will be is to be announced during the spring, in time for the summer school building season.

### OHIO SCHOOL BOARDS MEET.

The Ohio School Board Association met in a two-days' convention at Columbus, January 12 and 13. Dr. Edward Herbst of Columbus, presided.

The leading speaker at the first general session was Dr. Pliny A. Johnston, principal of the Woodward High School, Cincinnati.

Because the schools of Germany and France and other European countries are practically ruined by the war, Mr. Johnston said it is the duty of the United States to set the pace in educational matters. To do this the schools of the country must progress. The development of vocational training is among the most important advancements now before the educators and school boards.

"In the Cincinnati co-operative courses," said



MR. GEORGE F. REINHARD  
Manager Machinery Department of the Grand Rapids  
Hand Screw Co.

Mr. Johnston, "pupils in a particular course—say, music or art—give half time in the high school. They spend the forenoons, for instance, in the high school and afternoons they devote to practice and attendance at a conservatory. Those taking trades or agriculture, benefit by half-time employment at the trade they are studying. A boy attends his classes in school this week and next week he will work in a shop. While he is in classes another boy is at his place in the shop, and when he goes to the shop the other boy comes to attend classes. Agricultural students split up their time, getting practical experience part of the time at employment on the Hamilton county experimental farm."

The Association spent most of the time at its three sessions in discussing the school code and the problems resulting from its operation.

The cities' section of the association adopted a resolution recommending that boards of education be allowed to levy up to five mills and use any means possible to raise funds deemed necessary, with restrictions, without a review by the budget commission. City board members also went on record as favoring the removal of teachers from the protection of the workmen's compensation act.

It was the sentiment of the rural section that county and district superintendents were not now working in harmony. A change in the laws which would allow more power to county superintendents and a cutting down of the number of district heads was recommended by several members.

The new officers elected are: President, R. G. Ingleson, Avon Lake; first vice-president, Dr. C. B. Campbell, Cincinnati; second vice-president, Frank Tejan, Dayton; secretary, W. J. Knight, Urbana; treasurer, Jacob Kany, Xenia; executive committee, E. H. Herr, Dayton; Dr. Edward Herbst, Columbus; O. J. Miller, Mt. Gilead; G. S. Dennis, Ashley; Eliza Limes, Ridgeway, and C. H. Lewis, Harpater.

A legislative committee was also selected, of which R. G. Ingleson, the new president, is ex-officio member and other members are as follows: E. S. Loomis, Cleveland; William Miller, Newark, and J. P. Robinson, Morral, Ohio.



## MAYNE'S LOOSE LEAF FINAL RECORD For High Schools

Superintendents and Principals will be interested in this new Record.

Mayne's Loose Leaf Final Record contains space for recording:  
Pupil's Name, Age, Residence, etc.

Abstract of Entrance Standings.

Final Standings for either semester or year.

Times subject taught per week.

Number of weeks' study.

Name of teacher.

Name of textbook.

Data as to graduation, etc.

The forms are simple and complete, and are suitable for any High School course.

We publish Mayne's Class Recitation Records, High School Registers and Term Record Sheets.

Write for sample pages.

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## ARCHITECTURAL TERRA COTTA

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VOLUME ONE - THE SCHOOL

This Booklet contains many helpful suggestions on the economical use of a permanent material in the building of the small school beautiful.

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METROPOLITAN BUILDING  
NEW YORK CITY



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They are new liquid colors adapted for many uses, such as Manual Training and Construction Work, for staining small wooden objects such as bird houses, wooden figures, etc. They serve equally well in staining reeds, raffia and in general craft work. Being equivalent in color strength the four Base Colors can be mixed by mathematical formulas producing 50 compound colors. Price 1 oz. bottle 10c; 2 oz. bottle 15c. Special sample set of four 1 oz. bottles; price to teachers post paid 50c.

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## HYGIENE AND SANITATION.

A recent report of Supt. G. H. Sanberg, of Crookston, Minn., contains a summary of the results of eye tests conducted by the teachers in the respective schools. The total enrollment of students was 990 and the total number of defectives discovered thru the tests was 193.

The largest school was the Franklin, with an enrollment of 252 students, of whom 47 were defective in eyesight. The smallest school was the McKinley, with 97 students, of whom 36 were defective. The largest number of defectives was found in the Central High School which had an enrollment of 205 students, of whom 54 were defective. The smallest number was found in the Washington School, which had an enrollment of 123 students, of whom seven were defective.

Written notices were sent to parents, calling attention to the defect discovered by the teachers, and suggesting that the family physician or an eye specialist be consulted.

Cincinnati, O. The school board has made arrangements for lunchrooms in five additional schools.

Shreveport, La. Thru the co-operation of the school board and the parent-teachers' association, a lunchroom has been opened for the benefit of the central and high schools. Lunches will be served for five and ten cents.

Faribault, Minn. The public schools have begun the serving of hot lunches to the students. The food is prepared by the Domestic Science Department and is served at the small price of six cents.

Pittsburgh, Pa. Eleven additional fresh air rooms have been opened in nine school buildings since the beginning of the second term. The rooms are to be used for the temporary treatment of children suffering from minor breakdowns and restoration to health will be the principal aim.

Philadelphia, Pa. A food clinic has been opened at the Wood School for the purpose of feeding children whose parents, due to financial reasons, are unable to provide them with the proper food. Seventy-five children have been fed daily, of which six contribute toward the meal. To some, the hot meal served at the

school is the only substantial food they receive, and to others, it is considered the main meal of the day. The menu consists of soup, served with vegetables, bread, milk, cocoa and a few sweets. The children are allowed to assist in the kitchen and are taught practical cooking and serving.

## Putnam, Conn., Adopts Rules.

Upon the recommendation of the superintendent, the school board has adopted a set of rules to safeguard the health of school children. The rules read:

Any child whose symptoms seem to indicate the beginning of some contagious or infectious disease shall be promptly excluded from school by the teacher. It shall be the teacher's duty to immediately advise the Superintendent of Schools of such action.

No person, who is suffering from whooping cough, mumps, chicken pox, or any contagious disease, shall be permitted to attend any public school of this town.

No person living in a family where there is a person sick with small pox, shall be permitted to attend any public school of this town for two weeks from the beginning of the last case.

No person living in a house where there is a person sick with small pox, scarlet fever, infantile paralysis, diphtheria or membranous croup shall be permitted to attend any public school of this town until the quarantine has been removed by the Health Officer.

No teacher in any public school of this town, who has knowledge of such a case, shall admit a person from the house in which there is or has been a case of small pox, scarlet fever, infantile paralysis, diphtheria, or membranous croup or who is or has been living in a family where there is or has been a case of measles, without a permit from the Superintendent of Schools.

## Dental Hygiene.

Cincinnati, O. The school board has authorized the opening of dental clinics in three school buildings. A fourth is proposed for the Washburn School.

Petoskey, Mich. A dental clinic has been opened in the high school. Pupils who cannot pay may receive free treatment.

Flint, Mich. The Genesee County Dental Society has co-operated with the school authorities for the establishment of a dental clinic for children whose parents cannot pay for the work. The school nurse will be assigned the task of keeping records of cases referred to the clinic and those which require followup.

Dayton, O. The school board has opened a free dental clinic in the medical inspector's office and has placed a regular dentist in charge. Examinations are conducted each morning from 8:30 to 11:30 o'clock, including Saturdays. Teachers, principals or medical inspectors may direct the attention of the dental department to any child who appears in need of treatment. Upon the advice of the proper person, children may be sent to the dentist.

## Dental Survey in Crawfordsville.

A report on the results of a dental survey of the public schools of Crawfordsville, Ind., for the year 1913-14, was issued in January of the present year. The teeth and mouth examinations were conducted by local dentists under the direction of Supt. L. N. Hines. The results show that a number of children suffer from decayed teeth, from mal-occlusion and from the loss of the six-year molars. It is revealed, thru the survey, that there is a lack of community interest in the subject of dental hygiene and a great need for information as to the relation of mouth hygiene to school work, to citizenship and to the social life of the city.

The various defects and the number of pupils reported in each case, are listed below:

Number of pupils with decayed teeth, 1,823; number of six-year molars decayed, 1,378; number with unfilled teeth, 937; number afflicted with mal-occlusion, 218; inspections of the mouths show that 685 have fair and 45 bad mouth conditions; there are 339 gums in fair and 207 in poor condition; 269 have fairly good temporary teeth and 207 have bad ones; 371 have no family dentists and 261 do not use toothbrushes. Of the number examined, 563 have no decayed teeth. There are 1,121 who use toothbrushes and 946 who consult their family dentists more or less regularly.





## THE FRICK ELECTRIC PROGRAM CLOCK SYSTEM

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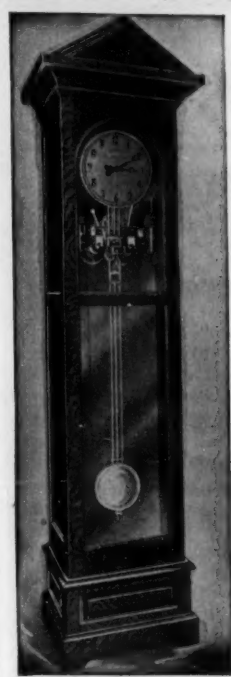
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## The Editor's Mail

### LIABILITY OF PRIVATE SCHOOL.

To the Editor:

Having read an article in your editorials called "School Board Liabilities," I write to you to make an inquiry. Is a school board legally liable for damages in your state, and in the state of Illinois, for injury to students in manual training classes and would a private school such as Bradley Polytechnic Institute come under the same law as a public school?

Is it true that the teacher in the shop in which an accident has happened is sometimes held for damages instead of the institution? I refer to the law in the state of Illinois.

Any information you could give me on Illinois law, on this subject, as to who is liable for accidents would be received very gratefully. I am a teacher in a shop where there are sure to be accidents at some time or other.

H. L. H.

Peoria, Ill., Dec. 10, 1914.

Reply:—A city, town, school board or school district is not liable for damages or injury to students or pupils in its schools, whether manual training, trade school or the ordinary grammar school, and whether caused by the negligence of its servants and employees or not.

This is the general rule in most cities and is followed in Wisconsin and Illinois.

Bernstein vs. Milwaukee (Wis.), 149 N. W. 382. Folk vs. Milwaukee, 108 Wis. 359.

Kinnare vs. Chicago, 171 Ill. 332; 28 Cyc. 577.

It is based on the theory that in conducting a school the city, town or school board is engaged in a public or governmental function which is for the general welfare of the whole community, as distinguished from an act in its corporate capacity from which it could derive special benefit or advantage.

However, if the injury is due to the negligence of an officer or agent of the city, town or school board, such officer or agent is personally liable altho the school is not. His public office does

not relieve him from liability for any wrong committed by him. (28 Cyc. 502), (Hollenbeck vs. Winnebago Co., 95 Ill. 148).

In the case of private or non-charitable schools the rule of liability is the same as that of any private corporation, or individual. Hence such school is liable for the injury caused by the negligence of its servants in the scope of their employment. (38 Cyc. 476.)

And the Bradley Polytechnic Institute would be liable for an injury to any of its pupils proximately caused by its negligence or the negligence of its servants or employees where there was no negligence on the part of such pupil contributing to the injury.

The servant or employee of such private school is personally liable for any injury caused by his negligence, whether it be an act of omission or commission, and whether within the scope of his authority or not, where the party injured was not negligent himself. (Baird vs. Shipman, 132 Ill. 16; 7 L. R. A. 128.)

The servant or employee and the school board are not jointly liable in such cases. If the school is sued the servant or employee cannot be made a joint defendant therein, but either may be sued separately. (26 Cyc. 1545), (McNemar vs. Cohn, 115 Ill. App. 31).

C. F. M.

### A SUGGESTION.

To the Editor:

Every superintendent is so constantly bombarded with circulars, catalogs, announcements and letters about new books that it is impossible to keep his information in any shape for use when he desires to look up a book for a possible adoption. Why couldn't the publishers save money and do us a favor by sending out cards of postal size with a rather full statement of the name of the book offered, its chief points of merit, its year of publication and its price? The superintendent would gladly set apart a file for this information and it would enable him to get at what he wanted with a great saving of time and no doubt with a great saving to the publishers who must waste a great deal of money by indiscriminate circularizing.

This occurs to me on the receipt of an announcement from Allyn & Bacon of Snyder's

First Year in Science in just about the form one would desire to receive all announcements.

E. G. Doudna.

Richland Center, Wis., Jan. 2, 1915.

### School Magazines.

To the Editor:

I would very much appreciate your giving me the publishers' addresses of school magazines devoted especially to political science, mathematics, domestic economy, high school English and history.

A. A. B.

Strawberry Point, Ia., Jan. 11, 1915.

Reply:

The following will serve your purpose:

1. *Political Science*—No special publication.
2. *Mathematics*—School Science and Mathematics, Chicago, Ill.
3. *Domestic Economy*—Journal of Home Economics, Baltimore, Md.
4. *High School English*—The English Journal, University of Chicago Press, Chicago, Ill.
5. *History*—The History Teachers' Magazine, Philadelphia, Pa.

### School Savings in Atlantic City, N. J.

The school savings system was put into operation in the public schools of Atlantic City, N. J., on April 29, 1895 and the total deposits up to the present time have reached \$147,473.73. During the year 1913-14 the deposits amounted to \$9,737.20. Deposits are received from pupils in the kindergarten and primary grades, as well as from those of the grammar grades. Out of an enrollment of 8,750 students, there are at the present time approximately 2,000 depositors.

Deposits are received at the schools every Monday from 9:00 to 9:15 A. M., and the teachers receive the money and make the necessary records on the books.

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## School Administration

### LIMITING SCIENCE TO BOYS AND GIRLS IN ALTERNATING YEARS.

As a means of making the science study in the smaller high schools, of greater interest and direct value to students, a plan of limiting chemistry to boys and physics to girls, and vice versa, in alternating years has been adopted in a number of communities with notable success. As an administrative device, the plan was presented to the Southeastern Minnesota Educational Association, at its last convention, January 29, 1915, by Mr. Albert H. Clemens, of the Rochester, Minn., High School.

In introducing the subject, Mr. Clemens denied that girls are, in any respect, inferior to boys in grasping the facts of science and in applying them. The apparent inferiority which has been charged to them has been due to an "inferiority in the method of presenting the subject," to a lack of adaptation to the interests of girls and to their future occupations as homemakers. Science is most effectively taught when the sexes are segregated and when the problems and experiments, to illustrate the principles of the natural law, are taken from everyday life.

"The best work of the pupil is done along the lines where his interest lies," said Mr. Clemens. "Now where does the interest of the boy or girl lie, in some hypothesis prepared for learned scientists, or in the natural phenomena of his everyday life? You answer, make the work practical without segregation. That is possible, but not feasible; take carbon dioxide gas for example. John sits like a bump while its use in bread-raising is explained, but is wide awake when you mention 'strawberry' pop or the fire extinguisher. What does the girl care about the fire extinguisher? She is afraid of it when it

begins to fizz and will use water every time if she has access to it. Take another example of the truss used in hoisting a bridge girder in place. Will the boy dream during that? Will the girl be especially interested?"

Mr. Clemens was frank in admitting that the plan has its material disadvantages. "Some apparatus," he said, "must lie idle under the plan. Idle apparatus generally means broken apparatus. To correct this disadvantage, the plan has been arranged so that it includes both chemistry and physics courses, to be taken each year but by the opposite sex. Most of the apparatus will then be in use.

"A second disadvantage is that it may keep a boy or girl from taking the subject of his or her choice, if it is offered only once in two years. This is a circumstance which those who make out the programs will have to take into consideration. At any rate, it is something which may happen under any system. Conflicts will occur, but it seems possible to me that a schedule could be made out which would permit the boy and girl to take the subject of their choice provided they are in their right grade. Generally, chemistry is offered in the eleventh grade and physics in the twelfth. If one is to begin with the limitation, it is necessary to have both of them either an eleventh or a twelfth-grade subject, else one desiring physics in his junior year when it was offered, would be unable to take it and then the following year it would not be offered to him. I have been unable to understand why chemistry should be considered an eleventh-grade subject any more than physics. When I am teaching chemistry, I wish that my pupils had studied physics, and when I am teaching physics, I wish that they had taken chemistry. Chemistry may be, is more essential as a base for physics than vice versa, but I think that it is a distinction without a difference.

"There is a last disadvantage. Can the pupils educated with emphasis on the practical side, keep up with those who have had the technical

side emphasized, when they enter the University? Unless one is ready to accede that the majority should be sacrificed for the minority, this can hardly be classed as a disadvantage. The preparation being emphasized on the practical side, the student who goes no further than the High School goes out into the business world with a knowledge of the rules governing the phenomena which he will have to contend with, and what is more important will remember enough about them to be able to look up the necessary formula for the solution of a technical problem if it is called for. After all, it is the ability to locate information readily, when it is needed, that makes up the greater part of a good education. I should then consider it an advantage, instead of a disadvantage, that the student is prepared so practically that he can recognize the law governing the phenomena rather than that he be able to repeat the formula for the technical solution of the same.

"The chief advantages of the plan are three in number. First, it is possible for the smaller high schools to have segregated classes in physics and chemistry and still not devote more time to it than they can afford. So far, we have heard the smaller schools complain that they would be only too glad to segregate their classes in physics and chemistry, but that it would mean four classes a day and hence was not feasible. This plan permits of the presentation of both subjects in two classes, and still permits segregation.

"The second advantage is that it permits the teacher to concentrate upon that particular subject. If the subject is household physics, the teacher is able to spend more time in preparation, than if she had to prepare both household physics and engineering physics. Along with this idea, comes the one of the trips to particular places of interest. The artificial ice plant, the electric and gas plants, the water works, the bakery, etc., are places which offer helps in the study of physics and chemistry,

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## Water Babies.

By Charles Kingsley. Colored illustrations by Margaret W. Tarrant. Edited by F. C. Tilney. 128 pages. Price, 50 cents, net. E. P. Dutton &amp; Company, New York.

A cover of green and gold protects this tale of fact and fancy, "The Water Babies." Delicate shades found in shells, seaweeds, darting fish, glancing dragon-flies with gauzy wings, water under the long rays of the setting sun, make a fascinating color scheme for the eight full-page illustrations. Notes, comments, questions are absent. In the preface, however, the editor tells us that many long passages of pure satire have

been omitted, since science has settled some questions keenly debated, fifty years ago. In this preface, too, Rose G. Kingsley has told how, way back in 1863, her father came to write for his youngest child a book which has ever since "enchanted children and given wise men food for thought."

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By "C. Collodi" (Carlo Lorenzini). Edited by F. C. Tilney. 128 pages. Price, 50 cents, net. E. P. Dutton &amp; Co., New York.

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tion of the thought. This may be given by word painting, or saying the word so that it will express the right idea, by lengthening the vowel, by force upon a word or phrase, by word painting and lengthening the vowel. The names of these shades of expression should not be used at first, since names are merely for convenience.

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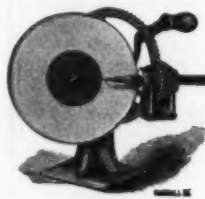
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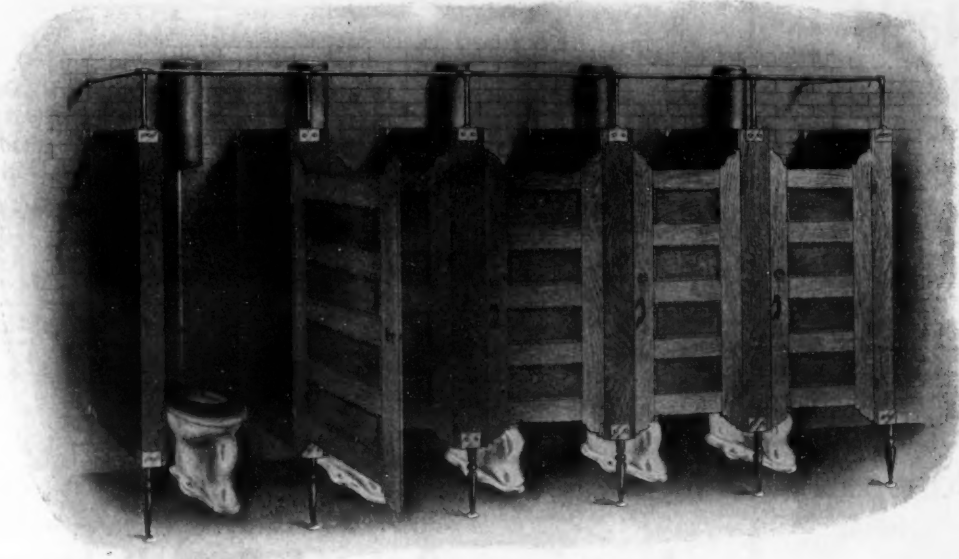




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### ISSUE INDUSTRIAL-ART TEXTBOOKS.

A new and significant theory of Art—the theory that “representation” is not a fundamental Art Principle, that ability to draw is a means to an end and not the end itself—has been forming in the minds of progressive Art Teachers and educators for several years. It is coming to be seen that “picture making” belongs to the specialized professions followed by painters, illustrators and sculptors, which are open to the comparatively few especially gifted by nature for such work.

The average man needs to know how to decorate and furnish a house, how to choose his clothing, to arrange commercial advertisements, to decorate shop windows, to arrange colors and shapes wherever they occur, so they will be harmonious and beautiful. This new theory of Art teaching necessarily requires a new instrument for its use.

The Prang Company has announced that it will publish this Spring, the first two parts of a series of “Industrial-Art Textbooks.” The purpose of these textbooks will be to teach children to enjoy and to apply Art industrially rather than to draw or make pictures. Drawing is not eliminated, but given its rightful place as the instrument and language of Art, rather than the higher place which belongs to Art itself.

The authors of the “Industrial-Art Textbooks” are Miss Bonnie E. Snow, formerly Supervisor of Drawing in the Public Schools of Minneapolis, and widely known as a writer, lecturer and editor, and Mr. Hugo B. Froehlich, Director of Manual Arts in the Public Schools of Newark, N. J. Every problem in this series of books will have the advantage of being thoroughly tested in actual school work. The books promise to be epoch making, and their publication is the most important enterprise undertaken by The Prang Company for many years.

### TEXTBOOK NEWS.

Detroit, Mich. Spanish has been introduced in three high schools. Coester's Grammar and Harrison's Spanish Commercial Reader (Ginn) have been adopted.

Free textbooks have been abolished in Oregon by a vote of the legislature.

A circular of interest to school authorities has been issued by the Bureau of Standards, Wash-

ington, D. C., on the standardization of hose couplings and fittings for public fire service. The bulletin urges that all fire apparatus adopt a standard size which is now in use in some 73 cities of the country.

Copies of the bulletin may be had by addressing the Bureau of Standards, Department of Commerce, Washington, D. C.

Some new additions to the New York City Supply List for 1915-1919 from the press of Isaac Pitman & Sons, are “Practice Letters for Beginners in Shorthand,” “Shorthand Writing Exercises and Examination Tests,” “Methods of Teaching Shorthand,” “Taquigrafia Espanola de Isaac Pitman,” Sixth Edition of “Style Book of Business English,” Marsh's “Elementary German Commercial Correspondence,” “German Commercial Reader,” Brown's “Clay Modelling,” and Brown and Rankin's “Simple Pictorial Illustration.”

### TEACHERS AND ADMINISTRATION.

A department of training for teachers of defective children has been opened as a part of the New York University, with an enrollment of 115 students. The department has been organized in response to a constantly increasing demand for highly trained teachers of backward and defective children and will solve one of the most serious problems in the establishment of special classes.

Beverly, Mass. The school board has passed a resolution permitting the employment of married women as substitutes in the schools.

Baltimore, Md. Increases of \$100 have been granted to the principals of the public schools, raising the annual salaries from \$1,200 to \$1,300.

Haverhill, Mass. Beginning September 1, 1915, the minimum salary of elementary teachers will be raised from \$400 to \$500 per year. The increase does not apply to assigned teachers who are being tried out following graduation from the normal school.

Minneapolis, Minn. Beginning February, 1915, a course in playground management was opened in the College of Education, University of Minnesota, for men and women instructors. The classes are in charge of men and women directors respectively, and special lecturers and instructors have been secured to deal with the various phases of the subject.

The course includes instruction in the history of the playground movement, child nature, relation of playground and recreation work to social conditions, playground organization and equipment, first aid and fundamental hygiene, handicraft, story telling, club organization, boy scout camps and athletic meets. Another part will deal with sports, group games, folk dancing, simple calisthenics, swimming, hiking and special exercises.

Warwick, R. I. The school board has passed a rule providing that no teacher in the schools shall tutor any pupil for pay.

### TEACHERS' SALARIES.

Bridgeport, Conn. An increase of \$50 has been made in the maximum salaries of grade teachers. The maximum salary of teachers of primary grades will be \$850, of teachers in the first grade (second semester), second, third and fourth grades \$800, of teachers in the fifth, sixth and seventh grades \$850, and of those in the eighth grade \$900. The increases are to be effective in September, 1915.

Santa Rosa, Cal. Beginning February first, a new salary schedule went into effect for all teachers in the schools. The increased salaries are intended to encourage experienced teachers to stay in the schools. Credit is given for experience gained in schools other than those of Santa Rosa. The salaries are as follows:

Grammar grades, \$840 for the first year's work, and increases of \$12 each year until the maximum of \$960 is reached; high school teachers, \$1,200 for the first year, \$1,200 for the second year and \$1,300 for the third year. An additional amount of \$100 will be paid if the teaching covers seven or more periods per day.

The school board of Fond du Lac, Wis., has adopted a set of rules governing the conduct of social center buildings. The schools are to be opened to the free use of non-sectarian, non-partisan and non-exclusive societies. The heat and light are furnished free of cost, but the services of the janitors after 4:30 o'clock are considered extra, and they must be compensated by the club employing them. The buildings are to be closed not later than 10:45 o'clock in the evening.





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**WHY NOT GET THE BEST?**  
Our school houses are in use by School Boards in twenty-one States and Territories. They have double walls, thoroughly insulated, are well ventilated, dry, warm and sanitary. Are SECTIONAL and PORTABLE: Can furnish record and locations of several that have been moved and re-erected seven and eight times each. Any size: Open air and two rooms when desired.

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### Educational Equipment Company

This signifies the definite establishment of a selling department in conjunction with our

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The past year has demonstrated the wisdom and effectiveness of our work. We appreciate the encouragement given us in the past, and trust that our future relations may be equally advantageous.

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### Complete Ready To Set On The Foundation

Our rapidly growing cities and towns with restricted school revenues, find it difficult to build new schoolhouses fast enough to keep up with the demand made by the increase in population. ON SHORT NOTICE and at a VERY SMALL COST, we are furnishing many of the different towns and cities in the United States with our PORTABLE READY BUILT SCHOOL HOUSES with seating capacity 30 to 250. When shipped from our factory, they are ready built and complete, ready to set on the foundation. No carpenter work of any kind to be done to them as every piece is finished and fitted. We send a printed illustrated instruction sheet for erecting the school houses and attached to same is a floor plan on which all of the parts are numbered and those in the packages numbered to correspond with those shown on the floor plan. When erected, they are as strong and substantial in every way as if built by a local carpenter, day work. They are thoroughly ventilated and all of the windows arranged so as to give perfect light. WE GUARANTEE ENTIRE SATISFACTION. We will be pleased to furnish names of the different towns and cities now using them. Write and let us send you a blue print and full detailed information. MERSHON & MORLEY CO., No. 1 Main St., Saginaw, Mich.

### A LETTER FROM THE JANITOR.

Following is an exact reproduction of a letter received by the school board of a city in the Middle West. For obvious reasons, the name of the writer, and of the city, have been changed:

Blank City, Feb. 1, '15.

To the Honorable Board of Education:

J. B. Smith Janitor, of the Central school, would like to give you an outline of my work so that you can get an idea if I am receiving as big a salary as I ought to be paid according to my work. One reason is that I am more handicapped here than at any of the other school-buildings is, that I have to rough a floors to work on and most of the wood work is very rough so that in place of taking one swath with the broom I have to take 3. or 4. and in this building is 17. rooms are used daily with the Exception of two small rooms and as you all know they are larger rooms than at any other building with the Exception of the Auditorium in the High-school than I have 2. big halls and 8. stairways in the building and 3. outside, 2. large rooms in the basement with 22. water closets then I have 7. Furnace to fire haul the coal and ashes which is nearly all a man ought to do for a days work, in order to get the building warm enough on a cold day I haul from 20. to 27. or 28. wheel-barrows a day—when it is cold and from 5. to 7. of ashes and in order to do this work I must get to work in the morning at half past 3. not later than 4 o'clock so that sufficient heat can be had when school takes up then it is almost necessary for me to be continually at the Furnace in order to get them hot enough it is to fill them up and when I have made the round it is ready to go back and stir up the fire for you must have a good life fire all the time when cold then I have

the dusting in the morning that takes from 1. to 1½. hour according to how many rooms that must be used. when cold I must keep firing from 4. in the morning till 8. or 9. at night. after school takes up I have very little time to do any work only between 8-10. in the morning before basement time, from 10. to 11:40 I am busy tending to bells at basement time and looking after the boys and looking after the furnace sometimes so busy that I must take a hop step and a jump. in order to look after and see that everything is O. K. then in the after-noon I have very little time to do any sweeping till after school is out. then I have to run up and down the stairs to look after the furnace in order not to let the building cool off too much. Then there's always some extra work that is not looked for it not very much does not take long to do it. but it all takes some time and its so much to do. that I have been working. till 8. and 9. at night and when extra work as late as ten o'clock now I will not figure out how much I receive an hour as I know the Board of Education are all better in figures than I am but will find that I am not receiving very big wages by the hour. 14 or 16 hours a day is worth more than 8 or 10. hours a day Then on Saturdays all the sweeping dusting and taking care of all the toilets dusting doors windows and wood-work which ought to be done in order to keep it as sanitary as possible sometimes some scrubbing to do. I do not wish to be misunderstood as this is just to give you an idea of what a janitor is up against in this building more could be said but it would take too much of your time I would think it would be well worth \$75.00 a month and I furnish my own house and fuel as it is not very pleasant place to live in the basement not only for dampness

but all the noise and insects and it seems impossible to get rid of them I have used disinfectant. but does not help very much they are not so bad in winter as in summer. some call them thousand-legs after blowing out the lights at night they can be heard on the wallpaper playing Fox and Geese.

Waiting to hear your consideration  
Yours Respectfully

J. B. Smith.

### PERSONAL NEWS OF SCHOOL OFFICIALS.

Tacoma, Wash. Mr. H. B. Hendley has been elected president of the school board, succeeding Claude Gray. Mr. Alfred Lister has been re-elected secretary.

Mr. Harry A. Bolinger, for nearly eight years a member of the school board of Bozeman, Mont., and for three years chairman, has resigned and entered upon his new duties of prosecuting attorney of Gallatin County. Mr. A. G. Berthot has been elected to succeed him.

Birmingham, Ala. Mr. J. W. Lafon, secretary of the school board, has resigned and has been succeeded by Mr. B. F. Gadney. Mr. Gadney was formerly chief clerk of the board.

Mr. Frank Kennedy, who was completing his first term as a member of the school board of Detroit, Mich., died in a local hospital on February 9th. He was 53 years old. Mr. Kennedy had recently filed papers for his renomination on the school board. He was a champion for the small school board movement.

Supt. W. E. Hoover, of Fargo, N. D., has been re-elected for his eleventh term. After 1916, Mr. Hoover intends to leave the teaching profession and devote his entire time to private business.



South District Public Schools  
Hartford, Connecticut  
Katie H. Stanley, Supervisor

December 4, 1914.

Spencer Turbine Cleaner Co.

Hartford

Conn.

Dear Sirs:-

Our experience with your vacuum cleaner has demonstrated these facts.

Whereas we required five janitors to sweep the building we only require four and the building is kept from twenty to twenty-five per cent cleaner with the vacuum cleaner. The freedom from the dust afforded by the suction process of sweeping that would be unavoidable with a broom sweeper makes the building a much pleasanter and healthier place to live in.

We find that the cost of electricity used is much less than we expected. We find that whereas at first the sweepers did not like the vacuum cleaners, as they became used to them they now prefer the vacuum cleaning to the old method of sweeping. They do the work more easily in about one half the time.

On the whole we are very much pleased with the vacuum cleaner and cannot recommend it too highly.

Yours very truly,

File 3525.  
Letter from Dr. James H. Saylor,  
regarding Wadsworth St. School.

*James H. Saylor*

THIS letter and the following chart present convincing evidence to support our claim of the inherent economy and efficiency of

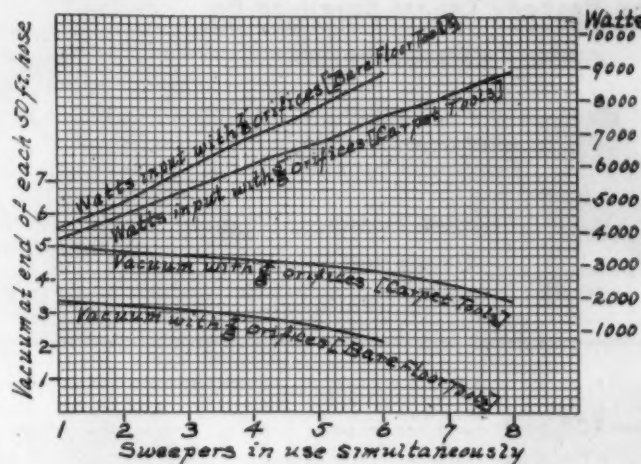
## SPENCER TURBINE VACUUM CLEANERS

They demonstrate by actual results accomplished the now generally recognized sanitary superiority of the suctional method for cleaning school rooms—and the remarkable standard for efficient and economical operation set by the Spencer System.

This installation, for example, brought about a saving of \$57.00 per month—a return of 33½% on the investment—and resulted in a 20-25% cleaner building.

Today, more schools are using Spencer Central Cleaning Systems than any other make.

Show this chart to your Board Engineers. The curves attest the extremely liberal rating of our



four-sweeper 10 H. P. equipment. Detailed information—charts—illustrations—and data on more than 1000 important installations gladly sent on request.

## The Spencer Turbine Cleaner Co.

620 CAPITOL AVE., HARTFORD, CONN.

Keokuk, Ia. Dr. A. B. Hughes, president of the board of education, died on January 17th. Dr. Hughes made an enviable record in school work. He served nine years as president of the board and was responsible for the introduction of a school savings system.

Nashville, Tenn. Mr. Verner Tolmie and Mr. Aaron Bergeda have been elected president and secretary, respectively, of the school board.

Everett, Mass. Mr. Arthur W. Bennett, for many years a member of the school board, died January 30th after a brief illness of pneumonia. Mr. Bennett was 47 years old.

Mr. Michael H. Corcoran has been elected chairman of the Boston school committee, succeeding Chairman Brock.

Jersey City, N. J. Mr. Thomas Loughran has been elected president of the school board, succeeding Dr. O. R. Blanchard.

Chicago, Ill. Mr. Edward Tilden, a prominent banker and packer, died at his home on February 5th, after a brief illness. Mr. Tilden was three times a member of the local school board, and served as president from 1905 to 1906.

### COMING CONVENTIONS.

March 18—South Carolina Teachers' Association at Florence. L. T. Baker, Secy., Columbia.

April 21-25—Kentucky Educational Association at Louisville. T. W. Vinson, Secy., Frankfort.

April 22-23—Michigan Superintendents' and School-Board Members' Association at Lansing. H. C. Daley, Secy., Wyandotte.

April 27-28-29-30—Southern Conference for Education and Industry at Chattanooga, Tenn. M. P. Shawkey, Secy., Charleston, W. Va.

April 29-30-May 1—Mississippi Teachers' Association at Laurel. H. L. McCleskey, Secy., Hazelhurst.

April 29-30-May 1—Eastern Art and Manual Training Teachers' Association at Buffalo, N. Y. Harry W. Jacobs, Pres., Buffalo.

May 5-6-7-8—Western Drawing and Manual Training Association at Chicago. Wilson H. Henderson, Secy., Milwaukee, Wis.

May 18-19-20—National Association of School Accounting Officers at St. Louis. Wm. Dick, Secy., Philadelphia, Pa.

Aug. 16-28—National Education Association at Oakland, Cal. D. W. Springer, Secy., Ann Arbor, Mich.

April 1-2-3—Alabama Educational Association at Montgomery. S. R. Butler, Secy., Huntsville.

### ILLEGAL EXPENDITURES OF SCHOOL MONEY.

(Concluded from Page 19)

question would necessarily involve the parting with the \$60,000 without adequate security for its repayment with interest, and thus impair the capital of the fund. And, if such would necessarily be the consequence, then it is entirely immaterial whether the legislature called it a loan or a donation. To be valid, it must provide for a real loan upon terms which would insure at least strong probability of repayment of the principal and interest. And it is no answer to this to say that, inasmuch as this is in the form of a loan, we must wait to ascertain whether any loss is sustained, and if so, the school fund must be replenished from other funds to be provided for that purpose."

### THE JUNIOR HIGH SCHOOL AT McMinnville, OREGON.

(Concluded from Page 13)

The chief value of these answers is the evidence that 55 per cent were thinking of the future. We do not know that even 20 per cent of that number will follow the vocation they now believe they are preparing for and probably some of the 111 pupils answered because they thought they had to say something, but we are convinced that most of them were serious and, moreover, that the matter had been talked about at home and likely some have decided not only the training they want but how they are going to get it.

The advantages of the Junior High School as

we see them here and in nearly every other place, are then: the

1. Breaking down of the wall between grades and high school.
2. Possibility of securing better departmental instruction than under the grade administration.
3. Application of high school methods of study under supervision of class teacher.
4. Possibility of promotion by subject beginning with the seventh grade.
5. Possibility of securing a more flexible course of study than that of the Elementary Schools.
6. Lessening of the number of failures, and thereby saving the cost of "repeaters."
7. Wider participation in student activities and better control of athletics, thereby
  - (1) Lessening discipline, and
  - (2) Increasing school interest.

In the smaller towns, at least in the case of McMinnville, we may add a further advantage, namely a financial one. Based upon the experience of this city we believe it is a good investment, as the Junior High School has provided more room and better educational advantages than would have been gained by dividing the money expended for it in increasing the facilities of grade and high school buildings.

One other feature which we must take note of in closing is the type of teacher this school demands. The best type of teacher is one who has sufficient training for departmental work and understands the younger children; is able to see back into the grades and forward into the high school; and can understand that only close co-operation with every other teacher in the school will secure correlation of work and motive. The efficient grade teacher comes with sympathy and understanding; the highly specialized college graduate with scholastic equipment. Neither will answer the requirements unless they can make readjustments. Junior High School pupils demand wide and varied knowledge—they require likewise understanding.



IT IS now admitted that steel is supplanting cast iron in school desks and assembly chairs, but there are different kinds of steel construction. The kind that is best and different from all others is that found in the designs of the

## New Jersey School-Church Furniture Co.

TRENTON, NEW JERSEY

known as **THE STANDARD STEEL LINE**

Pressed steel of one-piece construction and sanitary pattern.

The crowning result of many years of experimenting by the oldest factory in the business.

Write for information.

### The Peabody School Furniture Co.,

NORTH MANCHESTER, IND.



For prompt service and satisfaction, we solicit your inquiries on

School Desks,  
Opera and  
Folding Chairs



THERE is a great difference in School Desks, altho to the casual observer all desks are alike. This is not true and we would like an opportunity of showing you the superior construction of the HANEY SCHOOL DESKS, or any other School or Church Furniture that we make.

Here is what we will do. We will advise with you, co-operate with you and aid you all we can in any of your needs. We will also tell you something about our particular School Furniture and make you some prices that we believe will open your eyes.

We have concentrated on this business a third of a Century. We think we know what to put in and what to leave out of Pupils' Desks, Church and Assembly Seating, Recitation Seats, Bookcases, Tables, etc., to have them just right.

We wish to say that we can and will save you money on anything you wish to purchase in these lines. One trial order is all we ask to prove it.

Haney School Furniture Co., Grand Rapids, Mich.



FRAMPTON'S Famous Adjustable Window Shades No UP-TO-DATE school or public building is complete without means for perfect ventilation and shade. These adjustable shades are made of cotton duck; are serviceable, beautiful and simple; are EASILY OPERATED by a single cord passing thru our patented pulley, which is absolutely automatic.

Shade Cannot Fall Interesting booklet, giving details, mailed upon request. Agents wanted.

FRAMPTON MADE means AIR and SHADE Manufactured by Frampton Window Shade Co. Pendleton, Ind. Box 252



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NEW IMPROVED  
"BESSEMER"

### STEEL

NON-BREAKABLE — SANITARY  
SCHOOL DESKS AND AUDITORIUM CHAIRS  
Spell ABSOLUTE EMANCIPATION

from all breakage troubles, and because of SANITARY design, conserve the health of the pupil. Endorsed by highest Educational and Medical authorities.

Lighter Weight Lower Freight  
Guaranteed for Life  
Sold on Approval Prompt Service

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BUILT FOR SERVICE

### Steel Lockers

They cost more  
Because —  
They are worth more

Send for our Catalog

Federal Steel Fixture Co.  
4545 W. Homer St., Chicago

### A METHOD FOR GUIDING AND CONTROLLING THE JUDGING OF TEACHERS.

(Continued from Page 10)

principal did not have the first record to refer to when the second was made. In general the two records are very close together, that for December being slightly lower. The average of the May record is 8.4, that of December 7.9, a reduction of five per cent. In only five cases is a change of more than one space made. The teacher is still rated by the principal as "Good." Whether the changes made are due mostly to a more critical attitude on the part of the principal or to actual falling off in the teacher's ability would have to be determined by further investigation.

Graph III shows the efficiency of a teacher as recorded by three different judges, the superintendent, the principal and a supervisor. The three judgments coincide in eight points. At only three points do they diverge as much as three spaces. The superintendent is the most critical of the three and the principal least so. Practice and greater mutual understanding would no doubt reduce the divergences very much.

Many rating schemes have failed and have been discarded because after a few years all grades were raised to the point where no discrimination was shown. The rating scheme

must control this factor and prevent the raising of the success grade from year to year unless real improvement is shown. In the scheme here proposed, the rating officer is required to pass judgment on separate items one by one and rate them as Very Poor, Poor, Medium, Good, or Excellent. The judge cannot very well give a high general grade for poor ability unless he is willing to perjure himself all along the line, in which case no scheme could be constructed to prevent him.

The extent to which the principals and superintendents who have tried this blank, have been influenced and controlled by it in their final rating is best shown by their answers to our question: Did filling out this record modify your previous opinion of this teacher? If so, how?

When the officers were in the habit of rating their teachers the blank did not change their general opinion to any extent. They say, however, that filling out the record particularized their judgment.

The following are some of their answers:

"Careful thought necessitated, showed up faults."

"Made factors of judgment more definite and certain."

"Lowered opinion three points."

"Raised rating."

"Made rating more definite."

"Made me realize her possibilities."

"Discovered good points."

"Rated him higher than before."

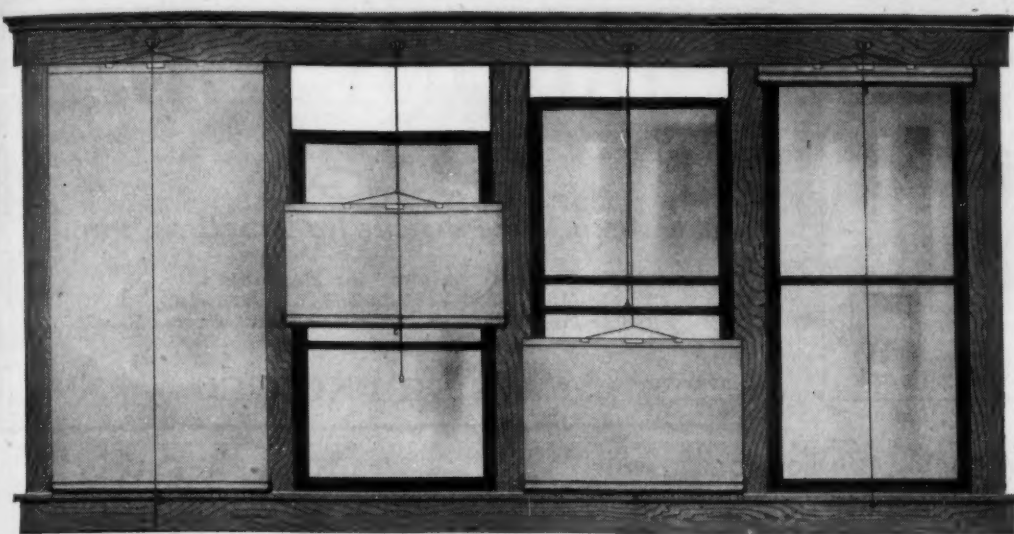
"Detailed attention to III, IV, and V, depreciated opinion of her."

"General impression was more favorable than analysis justified."

Some difficulty has been found in applying all of the qualities of merit to all situations. "Stimulation of Community" is a quality which is not easily applied in the city. Some of the terms like "Skill in teaching how to study" and "Skill and care in assignment" are hard to apply to kindergarten and primary teachers who have little to do with formal study.

Our blanks call for information as to each teacher's salary, experience and training. The relations of these factors to efficiency, as they appear in the ratings we have received, are very interesting. The relationship between Experience and Salary is in most schools quite large. Such a high relationship would be eminently proper were it not for the fact that there seems to be very much less relation between Experience and Efficiency. As a result the relation between Salary and Efficiency is, in many schools, not at all what it should be. It is, of course, generally true that salary is adjusted to length of service. Some force should be acting to adjust salary to efficiency of service. Perhaps such a force will be operative when school offi-





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## The Draper Adjustable Window Shade

while you were in Cincinnati? If you didn't you lost an opportunity of seeing a window shade that will meet all requirements.

Before you forget --- write us for complete information.

**Luther O. Draper Shade Company**  
SPICELAND INDIANA



WHEN YOU WANT

## WINDOW SHADES

THINK OF THE  
**Fuson Cotton Duck Shade**  
WITH THE  
**Ball Bearing Roller**

**The Fuson Adjustable Shade Co.**  
LOGANSPOET, IND.



## Johnson's Window Shade Adjusters

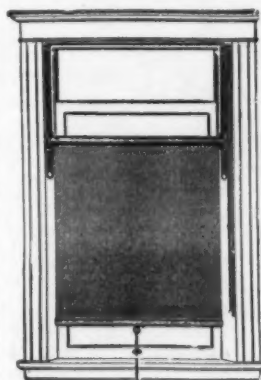
make ordinary shades extraordinary, providing from 25 to 50% higher efficiency in light. They are simple and durable in construction, hold the shade roller firmly at any height and work equally well on Opaque, Holland or Duck Cloth shades. Are highly recommended by architects and superintendents and considered the standard. Economical in cost, also in saving the shade from wear. School Boards in market for shades should try out a full size free sample Adjuster.

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7208 EBERHARDT AVE. CHICAGO, ILL.

### Sanitary Lighting and Automatic Folding



The Famous  
**S. L. & A. F. Shades**  
Made of DUCKING  
Cloth.  
Have NO SPRING  
ROLLER.  
Fold to ONE-SIXTH  
their area at one  
operation.  
Act at both top and  
bottom ends.  
Have the fewest parts  
never get out of order.  
Act most rapidly and  
last longest.  
Handled by leading  
Supply Houses every-  
where, or address  
**OLIVER C. STEELE**  
MFG. CO.  
SPICELAND, IND.



### "The Sim-Pull Shade Regulator"

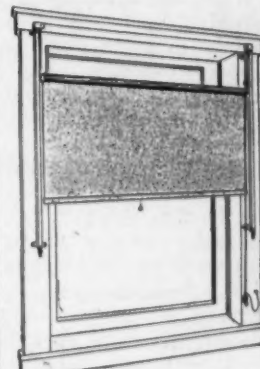
SIMPLE - EFFECTIVE - IN-EXPENSIVE  
Thousands now in use wherever proper ventilation and distribution of light are essential.

#### PRICE LIST

15 inch drop.	\$3.25 dozen
30 inch drop.	\$4.75 dozen
45 inch drop.	\$6.00 dozen

(5% discount in gross lots)  
Packed in bundles of 1/2 dozen sets each, with full directions for installing. In ordering state whether inside or outside fixture is desired.  
Order thru leading school supply and window shade concerns, or from the manufacturers.

**WHITCOMB & BOYCE**  
1421 S. Trumbull Ave., Chicago, Ill.



### THE WIMMER

Shade "Adjuster"  
for lowering  
shade from  
the top, for  
upper light  
and ventila-  
tion in the  
class room  
offices, etc.

**C. I. Wimmer & Co**  
M'frs.  
Columbus, O.

cers can be sure of the facts in the case.

Only a beginning has been made toward getting the facts in this big problem. The problem is one which cannot be solved by isolated individuals or by single schools. It must have and is worthy of the largest co-operative effort on the part of all school officials.

### THE GERMAN SCHOOL WORK DURING THE FIRST FIVE MONTHS OF THE EUROPEAN WAR.

(Concluded from Page 8)

26 high schools, only two were obliged to shorten their daily schedules a little, being compelled to share one building, so that one school holds its sessions in the forenoon and the other in the afternoon. The rest of the high schools have been able to continue by replacing the missing teachers with private teachers, who in most cases are women. The number of teachers drawn from those employed in elementary school work is comparatively smaller than that of the high schools, amounting only to one-third of the whole number, while of the high school teachers, 210 or nearly one-half, have been withdrawn from school work.

So the difficulties in keeping up the elementary school work in Hamburg were not so great as not to be overcome by the good-will of the teachers, who give more lessons than they are obliged to do in times of peace, and of the boys

and girls, who walk longer distances, or make use of trams to reach their school buildings.

On the first of August, there were in Hamburg 2,748 elementary classes in 189 school-houses. Today (the fourth of January, 1915), there are 2,401 classes in 166 schoolhouses. At the beginning of the war, in the Hamburg elementary schools, there were 115,009 children, an average of 41.9 for each class. Today the number of children has fallen to 114,821, an average enrollment of 47.8 in the 2,401 classes.

Less than fifty pupils in one class will not tax too much the strength of a female teacher, or of a teacher of not very extended experience, especially as the number of weekly lessons given by a male teacher will not amount to more than 30, and that of a female teacher to more than 24. It is not likely that any teacher will become low-spirited, nervous or ill from over-work.

The ability of the Hamburg school board to employ sufficient teachers to make up for the loss of men, was due to the fact that a large number of women offered their services. These are all former teachers, whose husbands are at the front. They are desirous of rendering useful service to their native city, at the same time, earning enough to keep up their households in an economical manner.

So we may conclude, the work of the German

schools is going on during the war, in a way that every German child may be sure to be educated with no less care than in times of peace. The inevitable inconveniences resulting from the war are being successfully overcome by the precautions school authorities who have procured a sufficient number of substitutes, and by the good-will of the teachers who are working for the welfare of the youth of their country, that they one day may hold the place in the world that their fathers and brothers are about to gain for them in the bloody struggle in the fields of France and Poland.

A school nurse has been employed in Springfield, Mo., since October, 1914, with the result that remarkable progress has been made in the correction of health defects and in the prevention of epidemics of disease. The monthly inspections have resulted in 320 recommendations for treatment and in the remedying of 243 cases of defects. There were pupils with diseased tonsils and adenoids, sixteen with defective eyesight who were fitted with glasses, and eighteen who received medical treatment, fifteen cases of tonsillitis and twelve infections. The plan has been very successful and steps will be taken at a later date to extend the work until a complete health supervision system is in operation.

Owatonna, Minn. Thru the co-operation of the school authorities and a local women's club, a visiting nurse has been employed for duty in the schools.



## SCHOOL PENCILS

Bearing the name and trade-mark of EBERHARD FABER are always dependable.



No. 203 FINE WRITING. The ideal pencil for school use, giving the maximum of satisfactory service. Round, green polish. Lead of highest quality in grades 1,2,3,4. Our School Catalog sent upon request.

EBERHARD FABER,

New York

## Teachers! Why not Demand



American Made Pencils for American Pupils

Eagle No. 245 "Alpha" for Beginners  
Eagle No. 315 "Veriblack" for Drawing  
Eagle No. 325 M. S. "Writing" for General Use

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EAGLE PENCIL CO.

NEW  
YORK

### Advice Accepted.

There lives in Cambridge a professor, whose wife is a former teacher and who has become an ardent club member since her marriage. Recently, the professor came home to find his wife in bed.

"What did the doctor say?" was the professor's first sensible question, after the shock had passed.

"He asked me to put out my tongue," said the wife wearily.

"And?"

"Well, he only said, 'overworked.'"

"A very sensible diagnosis, my dear," said the professor firmly, "you must give it a complete rest."

### The Danger.

Dignified educators are never so much on their dignity as when attending the meetings of the department of Superintendence. And yet they are very human as the following incident proves. Among the New Englanders who came to Cincinnati, last month, was a man who had never been West and who was much interested in the mountains. At one picturesque point in the Appalachians he insisted upon opening a window to get a better view.

Mr. Miles Holden of Springfield, who led the party advised him to close the window and keep his head inside the car.

"Never mind," said the superintendent, "I won't catch a cold."

"No," said Holden dryly, "but the railroad company will make you pay for any damage you do to the iron work on the bridges."

### Handicapped.

During a teachers' institute conducted by a certain professor, his wife gave birth to their first child. A colleague, a fellow instructor named Schmidt, the next morning announced the happy event in a rather jocular manner to the assembled teachers. When the applause had subsided, the blushing father, who was seated on the platform, shook his fist at Schmidt and remarked:

"I'll get even with you!"

"You'll have to hurry if you do," replied Schmidt calmly, "I've got eight."



Meaning Schoolmasters?

"But, fame, that will never fit me."  
"Your head will swell."—Life.

### A FABLE FOR SCHOOL BOARDS.

School board members and superintendents will appreciate the following Mexican fable which has been going the rounds of the daily press:

"Juan," said the father, "I will die pretty soon. All I can leave you is the little burro and a single bit of good advice. This is 'never attempt to have people satisfied with your conduct.'"

"Why?"

"Come and see."

The boy began to walk; then came the burro, and behind the old man.

"How stupid," the men said. "Why do they not ride on the burro? No doubt the burro will ride on them tomorrow."

Both the old man and Juan heard this. Then the old man said:

"Now look here, my son; jump on the burro and I will drive him."

They reached another town. People who saw them exclaimed: "The old man must be crazy and the boy is a 'sin verguenza.'"

"Did you hear that?" the old man questioned.

"Yes, father."

"Well, now I will ride the burro and you will drive him."

Another town was reached. Three men were passing by and one of them said: "Never in my life did I see such a man; he is riding on the burro and lets the poor little boy march on foot. That is atrocious."

"Did you hear that?"

"Yes, father."

"All right, jump on the burro and we will both ride home."

They followed another trail, and on their road they met a number of people who came in the opposite direction, each one on a burro. Upon seeing the old man and his son riding the burro they exclaimed: "These must be savages. When shall we have a society for the prevention of cruelty to animals? Look at that stupid old man and his son riding together on that poor burro!"

"Did you hear that?"

"Yes, father."

"Well, never from now on try to have people satisfied with your conduct."

### When Greek Meets German.

A Youths Companion subscriber, jealous of the claims of the classic languages to superiority even in the length of the words the ancients could upon occasion invent writes thus:

"I notice that The Companion says, 'No man can compete with the Teuton in word joinery.' But what do you think of the following word that you can find in Liddell & Scott's Greek lexicon? 'Lepadotemachoselachogaleokraniroleipsanodrim upotrimmatosilphioparomelitokatakechumenok ichlepiokossuphophattoperisteralektrunonptegkephalokigklopeiologosiraibaphetraganopterugon.' The meaning is 'A dish compounded of all kinds of dainties, fish, flesh and fowl.' That is certainly an elaborate way of saying 'hash.'"

### The Young Idea.

From an examination paper in a Brooklyn high school:

"Each Indian sits himself in a circle around his own fire."

"Dogs are muzzled to prevent the spread of rabbis."



### Improvement.

"Have you noticed that your daughter has learned much since she has been going to boarding school?"

"Yes. She has become quite expert in her handling of the chafing dish."

### Good English.

This is the form in which a boarding school lad is said to have answered his father's query as to his progress in grammar.

"Say, dad, take it from me, grammar's my long suit. On the start off I was up against it hard. Couldn't get it thru my noodle with a gimlet. Fell down every time I went to class. Finally, I says to myself, kid, take a brace or you'll see your finish, and I began to study, believe me! Did I lose out on the final exams? Not on your life, sir. I was there with bells on. There was some class to the way I came out of the quizzes with a cold mark of ninety-five. Not so worse, eh? Can you beat it? You can search me how I did it, but—that's going some, ain't it? Now, when it comes to grammar, none of 'em's got anything on me, that's a cinch."

### The Final Authorities.

Teacher—"Willie, give three proofs that the world actually is round."

Willie—"The book says so, you say so, and ma says so."

### Die Hoehere Tochter.

Der Geographielehrer betritt mit einem Globus das Klassenzimmer. Gaehrend murmelt Edith: "Jezt kommt veider der Mensch mit der Velt, in der man sich langveilt."

Friend: Does your college boast of a football team?

Sophomore: No, we used to boast one, but we have to apologize for it now.



# Educational Trade Directory

The names given below are those of the leading and most reliable Manufacturers, Publishers and Dealers in the United States. None other can receive a place in this Directory. Everything required in or about a schoolhouse may be secured promptly and at the lowest market price by ordering from these Firms.

## ADJUSTABLE WINDOW SHADES.

Oliver C. Steele Mfg. Co.  
L. O. Draper Shade Co.  
Fuson Adj. Shade Co.  
Frampton Window Shade Co.  
The Aeroshade Company.

## AIR SCHOOL FURNITURE.

Langslow, Fowler Co.

## ART MATERIALS.

Binney & Smith.  
Eagle Pencil Co.  
Milton Bradley Co.  
American Crayon Co.  
The Prang Co.  
Devoe & Reynolds.

## ATHLETIC FIELD APPARATUS.

Fred Medart Mfg. Co.  
W. S. Tothill.

## AUDITORIUM LIGHTING.

Kansas City Scenic Co.

## AUDITORIUM SEATING.

Haney School Furniture Co.  
Peabody School Furniture Co.  
E. W. A. Rowles.  
American Seating Co.  
Peter & Volz Co.  
Steel Furniture Co.  
N. J. School & Church Furn. Co.

## AUDITORIUM SCENERY.

Kansas City Scenic Co.

## BATTERIES—STORAGE.

Stanley & Patterson, Inc.

## BLACKBOARDS—COMPOSITION.

N. Y. Silicate Book Slate Co.  
American Seating Co.  
E. W. A. Rowles.  
Peckham, Little & Co.

## BLACKBOARDS—NATURAL SLATE.

Albion Bangor Slate Co.  
Crown Slate Company.  
Diamond Slate Company.  
Excelsior Slate Company.  
Granville Hahn.  
E. J. Johnson.  
Keenan Structural Slate Co.  
Lehigh Structural Slate Mfg. Co.  
North Bangor Slate Co.  
Parsons Bros. Slate Co.  
Penna. Structural Slate Co.  
Pennsylvania Blackboard Co.  
Phoenix Slate Company.  
Stephens-Jackson Co.  
M. L. Tinsman & Co.  
Thomas Zellner.

## BOOK COVERS.

Holden Patent Book Cover Co.  
Peckham, Little & Co.  
University Pub. Co.

## BOOK PUBLISHERS.

A. J. Barnes Pub. Co.  
Ginn & Co.  
D. C. Heath & Co.  
Macmillan Co.  
Isaac Pitman & Sons.  
The Prang Co.  
Silver, Burdett & Co.  
Christopher Sower Co.  
University Pub. Co.  
Rand McNally & Co.  
Lyons & Carnahan.  
G. P. Putnam's Sons.  
Houghton Mifflin Co.

## CAPS & GOWNS.

Cotrell & Leonard.  
Cox Sons & Vining.

## CRAYONS.

Binney & Smith.  
National Crayon Co.  
American Crayon Co.  
E. W. A. Rowles.  
Peckham, Little & Co.

## DEAFENING QUILT.

Samuel Cabot.

## DEODORIZERS.

American Sanitary Products Co.

## DISINFECTANTS.

American Sanitary Products Co.

## DIPLOMAS.

Ames & Rollinson Co.

## DOMESTIC SCIENCE EQUIPMENT.

Grand Rapids Hand Screw Co.  
E. H. Sheldon & Co.  
Kewaunee Mfg. Co.  
Economy Drawing Table Co.

## DRAFTING ROOM FURNITURE.

Grand Rapids Hand Screw Co.  
E. H. Sheldon & Co.  
Economy Drawing Table Co.

## DRINKING FOUNTAINS.

L. Wolff Mfg. Co.  
Jas. B. Clow & Sons.  
N. O. Nelson Mfg. Co.  
Rundle-Spence Mfg. Co.  
American Sanitary Products Co.  
D. A. Eblinger Co.

## ERASERS.

E. W. A. Rowles.  
Peckham, Little & Co.

## ERASER CLEANERS.

American Seating Co.

## FIRE ALARM SYSTEMS.

Holtzer-Cabot Electric Co.

## FIRE ESCAPES.

Dow Wire & Iron Works.  
Minnesota Manufacturers Assn.

## FIRE EXIT LATCHES.

Vonnegut Hdw. Co.

## FLOOR DEAFENING.

Samuel Cabot.

## FORGES.

Oliver Machinery Co.

## FUMIGATORS.

De Free Chemical Co.

## FURNITURE.

American Seating Co.  
Peabody School Furniture Co.  
Haney School Furniture Co.  
Peter & Volz Co.  
E. W. A. Rowles.  
Langslow, Fowler Co.  
Steel Furniture Co.  
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## GENERAL SCHOOL SUPPLIES.

American Seating Co.  
E. W. A. Rowles.  
Peckham, Little & Co.  
GLOBES.  
Rand McNally & Co.  
E. W. A. Rowles.  
Peckham, Little & Co.  
McConnell School Supply Co.

## GYMNASIUM APPARATUS.

Fred Medart Mfg. Co.  
W. S. Tothill.

## INK—DRY.

E. W. A. Rowles.  
Peckham, Little & Co.

## INK WELLS.

U. S. Inkwell Co.  
The Tannewitz Works.  
American Seating Co.  
E. W. A. Rowles.

## JANITORS' SUPPLIES.

E. W. A. Rowles.

## KINDERGARTEN SUPPLIES.

Milton Bradley Co.  
E. W. A. Rowles.

## LABORATORY FURNITURE.

Grand Rapids Hand Screw Co.  
Kewaunee Mfg. Co.  
Leonard Peterson & Co.

## LABORATORY SHADE HOISTS.

Paltridge Metal Equipment Co.

## LATHES.

Oliver Machinery Co.  
E. H. Sheldon & Co.  
Crescent Machine Co.  
C. Christiansen.  
Tannewitz Works.  
W. R. Price.  
Amer. Wood Work. Mach. Co.

## LIBRARY SHELVING.

Durand Steel Locker Co.  
Paltridge Metal Equipment Co.

## LIQUID SLATING.

N. Y. Silicate Book Slate Co.  
E. W. A. Rowles.

## LIQUID SOAP.

American Sanitary Products Co.  
E. W. A. Rowles.  
West Disinfecting Company.

## LOCKERS.

Hess Warming & Ventilating Co.  
Durand Steel Locker Co.  
Federal Steel Fixture Co.  
Fred Medart Mfg. Co.

## MACHINERY.

Oliver Machinery Co.  
Crescent Machine Co.  
W. R. Price.  
Amer. Wood Work. Mach. Co.

## MANUAL TRAINING BENCHES.

Grand Rapids Hand Screw Co.  
E. H. Sheldon & Co.  
Economy Drawing Table Co.  
C. Christiansen.  
A. L. Bemis.  
Kewaunee Mfg. Co.

## MAPS.

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Rand McNally & Co.  
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Peckham, Little & Co.

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Folding Partition Co.

## PASTE.

The Prang Co.  
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## PENCIL MANUFACTURERS.

Eagle Pencil Co.  
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## PENCIL SHARPENERS.

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## PEN MANUFACTURERS.

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N. O. Nelson Mfg. Co.  
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## PORTABLE SCHOOLHOUSES.

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Standard Electric Time Co.  
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S. Y. Gillan & Co.

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McConnell School Supply Co.

## RURAL SCHOOL HEATERS.

Virginia School Supply Co.

## SCHOOL WAGONS.

The Wayne Works.

## SEWAGE DISPOSAL.

N. O. Nelson Mfg. Co.

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Kansas City Scenic Co.

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American Sanitary Products Co.  
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Victor Talking Machine Co.

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Teachers' Casualty Underwriters.

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Western Electric Co.

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R. R. Johnson.  
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Federal Sign System (Electric).

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Automatic—Uniform—Accurate—Reliable  
Promotes Punctuality and Efficiency



**Fortunate is the child who receives his education in schools equipped with "Standard" Electric Time Systems.**

The unvarying uniformity and exactness of regulation afforded by a "Standard" Time System unconsciously affects his whole bearing—it thoroughly instills the great principles of punctuality, discipline and efficiency—principles that are at the foundation of success in all human effort.

Are your school children drifting along under the uncertain guidance of old-fashioned wind-up clocks, or are you making plans to equip your schools properly with an approved Electric System?

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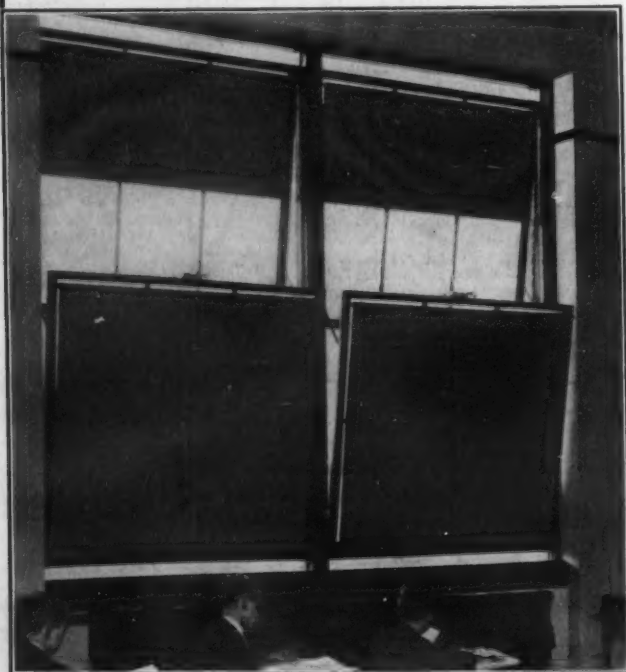
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